Universalising Elementary Education in Madhya Pradesh

"Now, this schoolroom is a Nation. And in this nation there are fifty millions of money. Girl number twenty, isn't this a prosperous nation and a'int you in a thriving state?"

"I thought I couldn't know whether it was a prosperous nation or not, unless I knew who had got the money and whether any of it was mine," said Sissy, wiping her eyes.

(Charles Dickens, *Hard Times*)

Sissy Jupe's problem as to how one determines the quality of life of a human being persists. It is not enough to know about the availability of resources, but also of their distribution and quality, and it is not enough to know only of the economic resources but equally of the other social resources that help people conduct their lives. If the quality of life cannot be neatly set forth in tabular form, because it involves complex questions of human perceptions, relations, choices and opportunities, what kind of measurement can be trusted to give a satisfactory account of well being? The question becomes more complex in considering issues like education, where the understanding of education can sweep such a wide spectrum that while its one end may permit simple formulations, its other end gets increasingly problematised because it raises questions about the meaning and end of human life, the nature of human values, freedom and capability-questions on which there is no easy consensus, and even if there is, no easy forms of assessment.

Education as an expression of human development is seen to have both intrinsic and instrumental value. Such an understanding of education requires methods that assess the availability of educational resources as basic opportunities, and its quality. Quality itself is a complex issue. It requires an evaluation of skill development, and comprehension which can range from scholastic aptitudes that are more commonly measured to the capacity to analyse and connect practical applications and abstract thought which is still not commonly assessed to the capacity for critical enquiry which is more difficult and almost never assessed. Whether a person is educated or not, whether a system is imparting quality education will thus depend on which end of the spectrum one chooses to look from.

In attempting to describe the status of elementary and adult education in Madhya Pradesh, the effort has been to assess the distributive aspects on the basis of data available, and for qualitative aspects to focus on the processes to assess whether they seek to enable more informed, more professionally competent interactions in schools for improving learner comprehension. Going beyond the question of scholastic capabilities to assess whether educational initiatives seek to promote greater equity and enlarge the scope of freedom is difficult because it hinges on issues of a complex societal character. However, being an issue that ultimately defines the essence of education an attempt has been made to examine the process of educational management to see whether the education system redefines relationships within the school and between the school and the community in a way which seeks to transfer power to those whose education is in question. With this understanding, the key indicators of elementary education commonly prevalent have been accepted to describe the current status. These are discussed below.

Key indicators of elementary education

Key indicators of educational attainment are defined as

- Universal access to elementary schooling
- Universal enrolment of children of age group of 6-14 years.
- Universal retention of all enrolled children till they complete elementary schooling
- Universal achievement, implying that all children acquire satisfactory levels of learning.
- That education intervenes effectively for equity.

The Context of Madhya Pradesh

It is significant that whereas the National Policy on Education of 1987 (revised 1993) – stipulated Universal Elementary Education (UEE), the state documents of policy and programme do not talk about UEE till about 1994. Prior to 1994, the state's action for education is evinced in discreet, dispersed, small incremental accretions of schools. These

additions too, are on an ad-hoc basis, without realistic estimates of the size of the problems and the impact of the additional benefits. No goals are set to measure performance against policy. If discourse is an indicator of government commitment which, because the process of development is a continuous one it is, then this absence of a consciously articulated strategy for UEE is a sort of indicator of the level of awareness and commitment to UEE. The year 1994 marks the first-ever efforts to address the goal of UEE, beginning with an increasingly growing concern of the state for universal primary education and by 2000 moving up to a concern for universal elementary education. It is significant that this concern sparks off with the emergence in the state of the elected panchayats dotting almost each village with a Panchayat Raj Institution (PRI). The idea of universality pushes itself up as an inevitable corollary of the deepening and broadening of the democratic process up to the village level. State educational planning moves from piece meal provisioning to a concern for All and a search for strategies that address All. This was challenging in view of historically entrenched problems.

Historical Challenges

The 1991 census revealed that in Madhya Pradesh, 56 percent of the population was illiterate, 70 percent women were not literate. Literacy rates were lowest for the scheduled castes and scheduled tribe i.e. 35.1 percent and 21.5 percent respectively. Access to schools was a problem, which had both physical and social implications. This was because the norms for opening a school in a village with population between 250 and 300 ignored the scattered and inaccessible habitation pattern of the state, where people live dispersed in small household communities, one to four kilometres away from the main village. These areas are generally inhabited by socio-economically deprived communities resulting in their needs getting submerged within standardised norms and strategies. Till 1996, out of 0.11 million habitations in the state, approximately 30,000 were without basic schooling facility. A centralised and highly bureaucratised education management system created its own distortions. Planning was centralised and so failed to reach out to the needs of the people. This perhaps was best exemplified in the norms created for access.

Excessive centralisation had also resulted in inadequate academic support to schools. There was no structural link between the district level academic support structures such as DIETs and the schools. There was no systematic plan for regular in-service teacher training. No effective system of academic supervision, feedback and discussion existed at the school level, the supervisor school ratio being 1:80. Education of the community had no lateral accountability to the local community. This was perhaps reflected in the dysfunctionality of the schools, teacher absenteeism and low quality of teaching.

Contesting development needs competed for budget resources affecting allocations for the education sector. In Madhya Pradesh the expenditure on school education was roughly 10 percent of the total budget and salaries accounted for approximately 95 percent of this expenditure. These constraints were reflected in key educational indicators – Madhya Pradesh had poor access (70 percent), low enrolment (72 percent), low retention (65 percent) and low achievements.

A New Vision

The educational vision of the state is shaped by the overall vision of human development in the state. The development vision of the state has shown a marked movement away from people as recipients to people as agents. The participatory process of development is seen to have as much value as the product at the end, and the extent of its inclusiveness is seen to be as much an indicator of development. This is true of education. The emphasis on education is creating conditions that enable people to come together for their education. Therefore the way a school or a literacy class comes into existence, or gets managed become significant issues rather than simply sanctioning schools from the top. The relationship between the teacher and the local community becomes significant rather than between the teacher and a government hierarchy on top. Whether all children have equal access to opportunities is as important an issue as the quality of opportunities created. The issue of quality itself gets expanded to mean not just the text but also the context. School-community interface, the behavioural responses of children teachers and parents towards the school, social expectations of the school, the sense of inclusiveness and ownership-these intangible attributes start influencing the notion of quality as much as its more tangible features as physical conditions and scholastic measurements. This has certain implications. It requires that the state develop processes and policies that balance local autonomy with normative standards, professional capabilities with a sense of ownership and accountability, structural flexibility with common goals.

New Opportunities

The main emphasis in Madhya Pradesh, since 1994 has been on universalising primary education and since 1999 this concern has enlarged to encompass universalisation of elementary education. The strategic framework for this was created by new opportunities in the State.

DECENTRALISATION OF GOVERNANCE

Decentralisation became the premise for development in the State, because it was seen to open up opportunities for new ways of doing things and because it was possible to create new partnerships. The dichotomy between demand and supply, between provider and receiver could be dissolved. Stakeholders could be given greater control and ownership. The single most significant change in Madhya Pradesh's vision

Parent Teacher Association: Institutionalising local ownership

A critical determinant to the quality of schooling is the extent of local ownership and accountability and the challenge here is to create institutional arrangements that help to establish the school as a unit responsive to the learning needs of the children and the educational aspirations of the community.

The idea of a Parent Teacher Association (PTA) offers an option in this direction. The Madhya Pradesh *Jan Shiksha Adhiniyam* (see Box) stipulates setting up PTA, giving it a legal status. The PTA as the term implies, consists of all parents of the children studying in the school along with all the teachers. The PTA elects a President and Vice President from itself. The Head Teacher of the school is the Secretary of the PTA, which meets once a month.

Recognising the need to strengthen the school as unit the PTA has been given powers to facilitate effective school functioning and to make the school management responsive to the needs of children.

Responsibilities of the PTA include:

- Ensuring cent percent enrolment of children in 5-14 years age group.
- Ensuring regular attendance of students and teachers.
- Assist in the development of school and school assets.
- Present the needs of learners to *Gram Sabha* for availing of the benefits/grants from it.
- Assist the teachers in the discharge of their duties to impart quality education.
- Raise funds for the development of school.
- Motivate illiterates and Neo-literates to wards sustainable continuing education

The Rights of the PTA include the following:

- Preparing the *Jan Shiksha Yojana.*
- Maintain, operate and strengthen *Shala Shiksha Kosh.*
- Decide and recommend a school uniform for the students of the school.
- Monitor the children's growth in the achievement levels in the various competencies of different subjects.
- Supervise and review all development, academic, administrative and financial activities of the school.
- Decide a cess for the development of the school.
- Recommend withholding salaries of teacher in case of wilful default.
- Examining and advising on the Public Evaluation Report (*Jan Shiksha Pradivedan*)

PTAs are at the initial formative stage. The current paradox is that good schools with motivated teachers tend to have stronger, more involved PTAs; and relatively less functional schools have weaker PTAs; whereas the need for strong PTAs really exists for these weaker schools. Currently, the character of the school tends to determine the character of the PTA. Till date, 1,03,546 PTAs have been formed.

A PTA that evolves a reciprocal balance of rights and responsibilities in the interest of the children's learning would offer an instance of participatory school management where local ownership and accountability cohere and the dichotomy between demand and supply, between provider and receiver dissolves.

Training of PTAs then becomes of critical significance.

of development is the recognition of the agency of people as central to development. The relationship between state government and people has been perceived as one of partnership based on mutual right and responsibilities. This has been the guiding vision in the choice of strategies. This vision has been articulated as the new architecture of governance grounded on decentralisation, lateral accountability and increasing space for direct community action. The panchayat system provided an institutional framework for decentralisation right down to the village level. The state government also introduced the system of District Government and recently the village government system, further decentralizing the power of the state level administrative structure to the district and village level. The implication of this development vision is that development is measurable not just through creation of assets and resources, but through the effectiveness of the process of empowering communities to make choices and participate in creating those assets and resources. If this has been the vision, then how did it express itself in the planning of education especially in its basic levels of Elementary Education and Adult Literacy and with what results?

The key objective for educational planning was decentralisation of educational management. It should be remembered here that decentralisation of educational management here and the attempt to give greater space to direct community participation has been an end in itself because it expresses the belief that strengthening processes of democracy is itself a larger understanding of education.

The effort of the government has been to move increasingly towards user groups at the grass root level, and so establishing structures that enable their direct participation in the management of schools.

The education sector saw a very substantive delegation of powers to the local panchayat bodies and Village Education Committees (VECs). Recruitment and transfer of teachers, construction of school buildings and procurement of school equipment have become the responsibility of the panchayats. The VEC have been reconstituted under the recent amendment in the Gram Swaraj Act, further decentralising powers to the village government acquired a statutory existence and has been entrusted with powers to supervise the local schools. A Parent Teacher Association (PTA) has been envisaged for each school with substantive powers in school management. The PTAs are in the process of being set up.

A significant strategic choice made by the Government for focused action on primary education through decentralised process was the setting-up of Missions on select areas of development to address identified tasks in a time-bound manner. The Mission on universal primary education designated as the Rajiv Gandhi Shiksha Mission was carved out from the education sector for focused action on primary education and adult literacy, and subsequently since 1999, made into a mission for elementary education and literacy for the State. The idea of the Mission, although it started off as a programme delivery, bears significance in Madhya Pradesh because it has evolved into a sustainable structural arrangement for delivering elementary and adult education and has sought to move educational management into a more participatory, societal mode.

The emergence of the State government policy of decentralisation and support to community processes coincided historically with the entry in the state of a major externally aided programme in the education sector. This was the District Primary Education Programme (DPEP) introduced in 33 districts of low literacy in the state, in 1994 in its first phase and 1997 in its second phase. DPEP's concern for decentralised participatory action aimed at improving primary education was in consonance with the state government's policy. The strategic framework of DPEP was constituted by elements of district based decentralised planning and community participation, emphasis on capacity building of teachers, teacher educators, educational managers, space for contextual innovation, a wide array of strategies ranging from social mobilisation, material development to infrastructure improvement and adopting a societal Mission approach to implementing basic education programme. Decentralisation and the resources made available to the state under DPEP created opportunities for innovative action to address long standing problems.

By the beginning of the tenth plan, the issue of universal elementary education has been addressed through a comprehensive programme – the Sarva Shiksha Abhiyan, which will reinforce the work for strengthening the primary base, and build the upper primary base.

Decentralised, participatory problem mapping

Decentralisation opens up the possibility of alternative lateral thinking critical for development. The problem of development is to find ways of understanding and articulating the needs of the community undocumented or obscured by predetermined categories of planning needs. The only way to do this is to encourage shifting the perspective from the government to the community. Looked at from the point of view of the community, the problems may be re-defined, provoking a review of existing assumptions and norms. Solutions will emerge and planning norms move closer to people's needs-as the people themselves perceive them to be.

Decentralisation of education has facilitated the introduction of alternative methods of participatory problem mapping. A system of collective micro planning on a habitation basis to assess the status of children's schooling out of school and educational & infrastructure facilities was initiated to enable disaggregated problem mapping. This was designated Lok Sampark Abhiyan (LSA). The first LSA was undertaken in 1996 and the second in 2000-01. LSA-I aimed at finding out how many children were going to school, what were the reasons for those not doing so, and what was the outreach of schooling facilities. LSA-I conducted in 1996 covered 55,29 villages and contacted 6.1 million households and 10 million children. LSA-I revealed that only 70 percent of the habitations had access to primary schools. LSA-I also demolished the myth of universal enrolment. Enrolment was not more than 70 percent. Most children reported as dropouts had never been enrolled. The most deprived were girls and children from scheduled tribes. Another round of household survey was carried out as LSA-II in 2000. It identified middle school gap and measured the progress of educational indicators at the primary level and established a benchmark for the upper primary. It has made possible the formulation of a comprehensive state perspective UEE plan with district specific perspective plans. Lok Sampark Abhiyan (LSA) I and II become important processes for documenting status, drawing attention to gaps and provoking prompt action and demonstrate the efficiency of decentralisation, which is the premise for planning. LSA I and II make possible the measurement of attainments of key educational indicators in a comparative frame of 1996 and 2001 – a period of 5 years, beginning after the first HDR that flagged a set of issues for education planning. The issues that have been addressed on priority by the state working towards universal elementary education are discussed below.

Creating access to elementary education

LSA made visible the large access gaps particularly highlighting the very deprived areas and groups. Current norms for school provisioning stipulated a primary school within 1 kilometre and upper primary or middle school within 3 kilometres of the habitation. LSA also threw into relief the nexus between geography and deprivation – both social and economic, since most of the unserved habitations were inhabited by SC/ST groups revealing access to be a social issue and not just a physical one.

a. Access to primary schools

Responding to the demand for schools, the state Government evolved an innovative scheme for universalising access. This was the M.P. Education Guarantee Scheme (EGS). EGS was launched in January 1997. The scheme is sensitive to the habitation pattern in the tribal areas of the state where people reside in hamlets called majras, tolas or phalias that are distant

Myths like 'Non-Formal' and 'Para Teachers'

Discussion on issues of universalising elementary education of quality in a cost-effective manner will require moving beyond certain fuzzy categories which trap the delivery of universal elementary education such as 'Formal' and 'Non-Formal', —'teacher and para teacher.

Educational initiatives would have to be understood and assessed in terms of their objectives and context rather than by terms like formal school and non-formal centre in the way they are currently used to denote superior-inferior systems. Some attributes derived historically have been associated with the term formal school. These are four-to-five hours of schooling, clearly marked grades with fixed duration, usually of a year each, a fixed curriculum and an affiliation to a recognised public system of examination and certification. That this is an inadequate description and in no way a definition is evident. Within a broad framework, there are differences expressed in the form of management, materials, teachers, infrastructure, academic processes, system of evaluation and promotion. According to the Oxford Advanced Learner's Dictionary, the word 'formal' includes a definition of formal "education or training received in a school, college or university with lessons, examinations etc., rather than gained through practical experience.' Looked at like this, all non-formal centres, the government at State or the Centre has so far supported are highly formal schools. The terms formal and non formal will have historical and relativistic connotations and should not be used as judgemental categories.

In this context, the EGS that Madhya Pradesh introduced in 1997 perceives the school as a process that evolves towards acquiring attributes of higher quality, rather than a static entity reified as formal and non-formal.

The second set of oppositional terms associated with the formal and non-formal debate, is the teacher/ para teacher issue. If the teacher is meant to be one who is on a permanent official pay roll, then private schools or most American universities who employ people on contract would be said to have para teachers on roll. If teachers mean people paid officially fixed salary scales then the same situation would follow. If teacher means a certain level of remuneration decided by Pay Commissions then again, several teachers in private schools would become para teachers. If teacher means a full time teaching person, then several teachers called para-teachers would deserve to be called teachers. If qualifications are stipulated, then again a large number of teachers would become para teachers, because eligibility criteria are not uniform either among state governments, or among private schools. Conversely several so called para-teachers would become teachers because they have the same qualifications as those of the official teachers such as the gurujis of Madhya Pradesh's EGS. If modes of recruitment are considered then, again a large number of para teachers become para teachers because recruitment modes and procedures are widely differing among states and among private institutions.

The dichotomy between school and centre, teacher and para teacher would have to go. The focus should be on children going to schools assuming the terms to indicate the diverse forms that schools can and ought to take, rather than on fragmenting children into categories going to formal schools and NFE centres. This is not a matter of semantics. It perpetuates cumulative deprivations for those children who most need the learning opportunities that are available.

from one another. A historical backlog of about 30000 accessless habitations could be eliminated in 2 years time. The EGS also aimed at time bound provisioning of schools and was therefore postulated on Government guaranteeing a school in 90 days. EGS works through a tripartite sharing of responsibilities between panchayats, community and state Government. Now every habitation in the state has a schooling facility within a km. By August 1998 Madhya Pradesh declared universal access to primary education *(Annexure-1)*. The benefits of the EGS have gone to the backward areas and the deprived children. About 40 percent of the EGS schools are in tribal areas, 45 percent children are from ST families, 91 percent children are from SC, ST and other backward classes. Universalisation of access through EGS clearly indicates that it is not just a geographical outreach, but also a very significant socially inclusive strategy.

The state government's intervention has been very significant in creating access in the primary sector where the government's share is 84 percent. The government policy for private schools is liberal. Anyone can open a school, with an affidavit, since no prior permission is required. The idea is to encourage a wide network of institutions for primary education.

b. Access to upper primary

A gap of about 7575 schools was estimated as of 2000. 7575 schools are being upgraded into upper primary *(Annexure 2)*. This will ensure universal access to the upper primary, implying that each primary school has an upper primary schooling facility within 3 kilometres. In the case of upper primary, 66 percent of upper primary access is through government funded schools and 34 percent through private.

The issue of quality

The issue of quality has been comprehensively defined to include diverse factors that impact on school effectiveness. This includes the following:

- Physical infrastructure
- Academic inputs and processes
- School management
- Physical infrastructure – The quality of learning space

Physical infrastructure – The quality of learning space

Emphasising decentralised construction of school buildings, encouraging community participation, has resulted in lowering construction cost. Programmes like DPEP have contributed towards gap filling in the physical infrastructure. 236

Block Resource Centres (Teacher Training Centres) have been constructed in 33 DPEP districts to facilitate teachers' training at the block level. A big gap of 20000 schools without buildings was covered in a space of five years. Decentralised construction through village level committees and cost effective techniques have characterised such construction.

Drinking water facility, toilets (common and for girls) have been provided to the government school through convergence of resources and community contribution. Percentage of schools with drinking water facility has increased from 57 percent in 1997 to 66 percent in 2000-01. Despite the efforts that have been made to mobilise resources from different programmes to provide school buildings large gaps in infrastructure persist. *Annexure-3* shows the status of schools without buildings and without drinking water and toilets.

The quality of academic inputs

Key issues in the improvement of the quality of academic inputs are of resources, teacher provisioning and teacher qualification, curriculum and teaching learning materials, capacity development of teachers, availability of academic support to schools and teachers and the system of evaluation.

a. Provisioning of teachers (Pupil-Teacher Ratio-PTR)

A suitable pupil teacher ratio is necessary for ensuring quality of learning. The system of multi-grade teaching affects the efficiency of teaching learning reduces time for transaction and specially for process of continuous evaluation alternative for diagnostic and remedial action. Comparison of data of enrolment and teachers of different years shows a rising trend in PTR because of increase in enrolment.

Year	Number (In lakhs)		PTR
	Enrolment (I-V)	Teachers (Primary)	
*AIES 1993	82.46	1.78	46
** Year 2000-01	69.42	1.46	47

* Including Chhattisgarh

** Data of government schools of M.P.

The present PTR at the upper primary level is 38.

The State government has taken a number of decisions about teachers. First, the cadre of teacher appointed on a permanent basis on a government pay scale has been brought to an end. In its place teachers are appointed on a contract basis. Teachers are employed by panchayats on a fixed contract, which has been pitched at a lower level than the old scale. This has been the corollary to the panchayat-based decentralisation. The eligibility criteria, in terms of minimum educational qualifications have been the same as for the earlier lot of teachers. There are 3 main types of teachers i.e. the traditional assistant teachers; teachers appointed by local bodies comprising of the Shiksha Karmi and Samvida Shikshak who are the contract teachers and the Gurujis of EGS schools. The latter two types are appointed against schools and are not transferable. EGS gurujis are chosen by the local community and are local residents. The same minimum educational qualification is applicable to all but the recruitment procedure differs which affect their perception of themselves as teachers. The Shiksha Karmis and Samvida Shikshaks are accountable to block and district level panchayats bodies, while gurujis are accountable to the local community. Fixing teacher remuneration at a lower level and devolving teacher recruitment to block panchayats led to a rapid provisioning of teachers. Sample data reveals that the new policy towards teachers has encouraged a greater number of women and persons from SC and ST and OBC groups to enlist as teachers. This can be attributed to three reasons. Local recruitment, therefore greater dissemination of information and awareness, recruitment against school and therefore non-transferability of service, broader-based character of panchayats as recruitment agencies therefore greater sensitivity to issues of caste and gender.

b. Curriculum

The curriculum of primary level was reviewed in 1994 to introduce elements of competency based, activity based and child friendly pedagogy. Based on the new curriculum, the state has now introduced new teaching learning materials at the primary stage. Textbooks are self contained and each textbook is divided into a number of lesson covering several teaching sessions, each of which comprises signposting to the specific competencies addressed, student material and teacher guidance in the form of footnotes. The textbooks have a shelf life of five years, after which they are revised in the light of experience, evaluation and changing ideas about teaching and learning. Review of the curriculum and materials for the upper primary is in process. The need for a rich pool of useful teaching learning materials as alternative learning sources beside the textbooks, has been recognised. This is being served through a school library movement implemented in a phased manner. School libraries have been established in 982 JSKs and 8582 EGS schools. Procedures are also being established to open up the school libraries to community after school hours, by integrating them with the libraries established under adult education programmes and to encourage systems of community ownership and user fee.

The potential of information technology has been recognised to enrich educational processes. A programme for Computer enabled education has been introduced at the elementary school level to provide computer – enabled education to rural school children. 648 Jan Shiksha Kendras have been covered under this programme named Headstart 2429 teachers have been trained in two phases. Positioned in rural schools Headstart aims at bridging the digital divide. A

syllabus for Headstart lessons has been developed. Educational software on Language Hindi and English, Mathematics and Environment Sciences has been developed to help the teachers reinforce textual materials and encourage children through interactive learning. These multi-media rich lessons aim at strengthening learning competencies and expand the knowledge base of students and teachers and develop computer literacy along with it.

c. Teacher Education

The variety of teachers poses challenges for training:

- Differences of training requirement get aggravated, and that too, on a very large scale
- The state government has not had a policy of pre service training as a mandatory pre requisite for teacher recruitment. Therefore quite a large number of teachers and specially *shiksha karmis*, contract teachers and *guruji* do not have pre service training. This creates a need for careful perspective planning for developing their capabilities.
- In addition there are pedagogical challenges created by first generation learners and heterogeneous multi age – multi ability groups.

The strategy for training therefore has been sensitive to these complexities. Trainings have focused on the primary teachers raising the number of teachers trained from an average of 473 per district per year to 2731 per district per year from 1994 to 2001. Average teachers trained per year since 1995 have been approximately one lakh. The mode of distance learning has been used to supplement teacher training. 4050 teachers have been trained through this mode, on an average annually since 1996. Teacher training till recently tended to be highly centralised. Training modules were developed at the state level and run uniformly throughout all districts. Over the recent years because of continuous decentralisation of programme management and focus on learner evaluation especially in terms of learning outcomes, the need for decentralised and contextualised responses to teacher training requirements was acknowledged. The state teacher training policy now has decentralised basic inductional and in-service training to the districts. Districts map and analyse their training needs, and develop and implement their training plans. This policy has been put into effect full scale for the year 2001-2002. For the professional development of existing teachers, new contract teachers and *gurujis*, a decision has been taken by the State Government to reserve the seats of D.Ed and B.Ed. courses in Government institutes for them.

d. Learner evaluation

The State Government followed the policy of non detention till the upper primary level with only the District Board Examinations at the end of the Vth and VIIIth classes. This policy was changed in the academic year 2000-2001 wherein an annual examination had to be cleared for promotion to the higher grade. The new policy of learner evaluation stipulates quarterly tests conducted internally with cumulative credits classifying achievements under grades. Diagnoses of assessment outcomes are expected to be followed up by remedial action. This is to be done at all levels starting from school to JSK, Block, District and State level to evolve clear methods to provide academic support to the school. Difficulties captured through this learner evaluation analysis are expected to enable the teachers to focus on problem areas so that remedial action can be taken at the school level. Periodic external evaluation is planned in order to create a more detailed understanding of factors that promote quality of learning. This is expected to enable the teacher to undertake remedial action for low achievements.

HEADSTART: Improving quality of learning through Computer Enabled Education

Head Start is a programme for Computer enabled education introduced in selected government elementary schools in rural areas. Headstart aims at improving the quality of education by providing CD based Multi Media Rich Lessons (MMRL) for the use of children and teachers based on an analysis of their knowledge base and learning needs. These multi-media rich lessons aim at strengthening learning competencies and expand the knowledge base of students and teachers and develop computer literacy along with it.

The educational software is developed in-house by the Rajiv Gandhi Shiksha Mission based on research into curriculum, materials, teaching learning processes and knowledge levels leading to the identification of concepts that pose difficulties in transaction as well as areas for knowledge enrichment. The challenge is to use technology shift for a paradigm shift in pedagogy, by making it interactive, interrogative, self-learning and discovery through error, enquiry and reasoning. Since Headstart aims at quality improvement, it is not seen as a stand-alone intervention, but an integral part of a total teaching learning process within built-on-line - off-line activities to be evaluated for assessing the quality of learning outcomes.

A syllabus for Head Start has been formulated to guide material development. Educational software on Language, Mathematics and Science has been produced and provided to schools. The distinctive features of Headstart are customised culturally familiar educational software in Hindi, Mathematics, Science and English emphasis on learning through computers whereby computer literacy is an inevitable spin-off and integration with a total teaching learning process. Currently Headstart is located in 648 elementary level government schools that also act a school cluster resource centres (*Jan Shiksha Kendras*) where teachers meet once a month for academic sharing. It is poised to expand to 2070 *Jan Shiksha Kendras* by 2003 and cover the remaining 2000 *Jan Shiksha Kendras* in 2004. 4000 Teachers have been trained on the technical and academic aspects of Headstart. A Headstart unit includes 3 computers, printer, UPS and ancillaries and costs about Rs. 0.14 million.

e. Decentralisation of Academic Support

To strengthen the academic support system, DPEP helped to create a bridge from the school to the academic institutions at the top by establishing 236 Block Resource Centres (now designated Janpad Shiksha Kendra) at the block level, and 4325 Cluster Resource Centres (now designated as Jan Shiksha Kendra) located within primary or middle schools and serving groups of 10-15 schools. The Jan Shiksha Kendra (JSK) has an academic coordinator Jan Shikshak who is a senior teacher. The Jan Shikshak is expected to visit the schools for purposes of academic monitoring and facilitates teacher discussions at monthly JSK meetings. This has made possible the regular supervision of schools, reducing the ratio of supervisors to schools from 1:80 to 1:20. The Jan Shiksha Kendras have the potential to grow as peer support hubs at levels closer to the school context.

f. Restructuring of academic support institutions

Restructuring of academic support institutions has been acknowledged as a key area of concern and the state has initiated review of the academic requirements of key institutions. The state government has recently undertaken professional reorganisation of academic support institutions (SCERT and DIETs) seeking to restructure these institutions on the following premises to create the necessary pre-conditions of quality support.

- Clear delineation of academic criteria comprising of knowledge specialization, academic qualifications, school experience and evidence of professional development for the purpose of staffing.
- Rotational placement between academic support institutions and school to ensure mutual enrichment of theory and practice.
- Emphasis on subject faculty structure to ensure that core curricular inputs are designed and implemented by competent professionals.

While technical and financial support from the state to the district level (DIETs) will continue, district level academic support institution are to be made laterally accountable to districts for management purposes. DIETs will be responsible for the academic planning of their districts, ensuring its implementation and quality assessment.

SCHOOL MANAGEMENT

School Management has been decentralised to the district and sub district levels. Recognising the need to strengthen the school as a unit, the PTA and the VEC have been given powers to decide on issues that impinge on the daily functioning of the school, such as school timing, local holidays, monitoring the regular functioning of the school. Teachers are now expected to be accountable to the local PTA and the VEC. This is expected to make the school management responsive to the needs of the children.

Emphasis has been given to each school to develop its own development plan with participation of parents. This would then be the basis of the village education plan and upward to get integrated into a District education plan. Teachers are expected to help in developing village education registers to record and track each child's movement through school.

Decentralisation of school management and the policy to make it accountable to the local structures such as PTA, VEC and panchayats is expected to help in enabling school management to orient itself to the educational needs of the children. However, the process of institutionalising these lateral relationships is new and needs to be firmly grounded and strengthened for it to yield expected results that can become effective indicators of the transition of school managed as end –links of a bureaucratic machinery to becoming community schools locally managed with sufficient autonomy, such as is evident in relatively greater measure in the state's Education Guarantee Scheme (EGS) schools. In the EGS schools, the local community chooses the teacher, gets a grant from the state government to run it's school and forms

Modalities of EGS

EGS is a demand-based; time bound strategy to universalise access. It has enabled us in reaching out to the un-reached in quickest possible time. The key elements of the EGS are as follows:

- Under EGS, the government gives guarantee to provide a primary schooling facility to the children in a habitation where there is no such facility within a kilometre within a period of 90 days of receiving a demand for such a facility by the local community.
- Community without a schooling facility within a distance of 1 km and 40 children (25 children in case of ST population) can demand schooling facility.
- Community chooses teacher, provides space and supplements resources.
- Government trains teachers, provides free Teaching-Learning Material and school contingency, academic supervision and seed money for infrastructure.
- Government releases its grant to EGS school account maintained at village level.
- The EGS operates on a decentralised basis through collaboration of the State Government, local bodies and the community. Decentralised management of EGS is done by local Parents Teacher Association.
- The EGS teacher is designated as 'Guruji' and is provided for a group of 40 children and in tribal areas for a group of every 25 children. If the number exceeds 50 then another Guruji can be appointed so as to maintain the teacher-pupil ratio near 1:40.

The academic level and progress of each child is evaluated on a continuous and periodic basis. Continuous evaluation is inbuilt into the teaching learning material and also imparted through teacher training. There is also a provision of Quarterly exams.

a PTA that manages the school completely, academic support coming in from the Jan Shiksha Kendra.

Institutional Restructuring

The management of education has been steadily decentralised both vertically and laterally. Decentralisation has created opportunities for Institutional Restructuring. Prior to decentralisation educational management was characterised by multiple agencies with scant coordination and since decision-making was centralised it actually created multiple sources of authority located on top leading to a situation where directives abounded, but action at the end-point became unconnected, if not conflicting. Decentralisation makes possible coordination and convergence and as this increases the closer one moves towards user-groups, direct participation, and local self-management. Decentralisation because it re-locates powers and functions and necessitates a realignment of structures. In the elementary education sector, substantive powers have been delegated to the panchayats, District Planning body and now to the VEC and PTA. The role of administrative and technical bodies is now seen as being one of laying down broad parameters and norms, facilitating, monitoring, and problem solving and resource-support. With decentralisation transferring powers locally, and allowing flexible planning, co ordination and convergence of structures for ensuring that a common perspective informs all action was perceived as a necessary condition. Accordingly, administrative arrangements for integrating structures have been initiated. At the state level, Elementary and adult education programmes have been brought under one agency designated as the Rajya Shikhsa Kendra that has been created by bringing the Directorate of Adult Education, the state project offices for various projects, and the SCERT together into one common institution. District and block level elementary and adult education structures have been integrated as Zilla Shiksha and Janpad Shiksha Kendras so that the different agencies involved in planning and implementing these programmes come together for coordinated action. The unit for school support that is seen to be the most critical is the school cluster resource centre or the Jan Shiksha Kendra.

Institutional restructuring which is the most critical premise of educational reform is being effected through internal rationalisation of resources and does not require any additional financial support. In fact, it has led to a better utilisation of existing resources.

Key Indicators: Status of Elementary Education

As a result of these strategies, key indicators reflect the following status of the participation of children in schools.

Enrolment in Primary schools

Gross Enrolment Ratio (GER) has risen from 76.5 percent in 1996 to 96.2 percent in 2000-2001. The GER of girls has risen from 70.7 percent in 1996 to 94.3 percent in 2000-2001 clearly indicating that there has been a rise in girls' enrolment. There has been significant increase in GER of ST, which has risen from 78 percent in 1992 to 91.0 percent in 2000-2001. The gap in GER of boys and girls has also narrowed from 25 in 1992 to 10.8 in 1996 to 3.6 in 2000-2001, indicative of the fact that girls' enrolment has increased in the past eight years.

In the State, presently 82.64 lakh children are enrolled at the primary level. Out of these 37.78 lakh are girls, which is 45.7 percent of the total enrolment. The increase in enrolment is a result of a series of mobilisation activities such as Mahila Shiksha Abhiyan, which focused on enrolment of girls,

JAN SHIKSHA ADHINIYAM : An Act for creating public accountability for quality

M.P. *Jan Shiksha Adhiniyam*, 2002 is shaped by the vision of education as a collaborative process of the teachers, learners and the local community and the role of the government as facilitating this process towards the twin goals of equity and quality. The Act recognises the right of every child to basic education and seeks to remove impediments to access and participation in schools both by improving delivery as well as by creating social pressure. Parental responsibility for compulsory education upto age 14 is enforceable by *Gram Sabha*. Strengthening decentralisation, the Act lays down clearly the roles and responsibilities of key agencies : parents, teachers, local bodies and government. A crucial role is assigned to the PTA to be set up for every school.

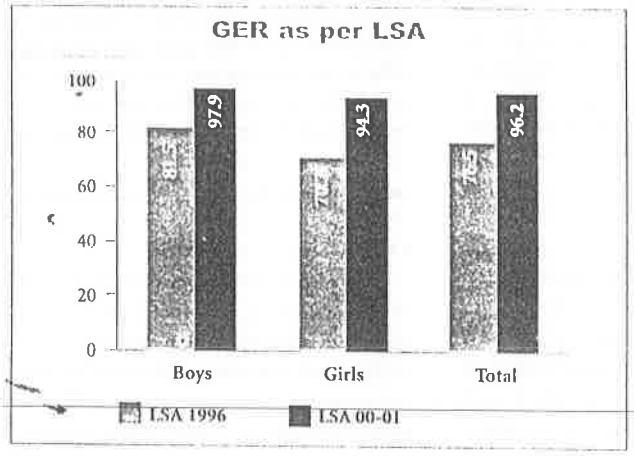
The aim is to foster processes that help school emerge as a strong unit accountable to the local community of parents, with all other structures performing the role of school support institutions. Perceiving academic and administrative functions as constitutive of educational management, structural convergence has been effected at all levels of support institution for enabling holistic planning for qualitative learning outcomes.

Human resource support has been enlisted at school-level through voluntary teachers (retired) or Shiksha Bandhu. Incentive framework for teachers and students has been stipulated. Teachers are not to be normally deployed for non-teaching tasks. Private Sector has been encouraged. No prior permission required to open schools upto middle level.

To make planning responsive to the local educational needs, a *jan shiksha yojana* emanating from the PTA level is envisaged. Educational funds at the school, district and state level designated as *shala, zilla* and *Rajya Shiksha Kosh* are to be set up for enabling mobilisation of additional resources. Public education Report (*Jan Shiksha Prativedan*) will be presented on the status of education, specially learning outcomes, every quarter to the PTA and to the District Government and annually to the legislative assembly, constituency wise. These reports are expected to feed back into the *jan shiksha yojanas* for incremental improvement; thereby creating an organic relationship between planning and evaluation, placing their outcomes in public space for reinforcing people's right and the state's responsibility for better quality education.

especially SC and ST girls. These resulted in the additional enrolment of approximately 14 lakh girls. The opening of EGS in areas, which were deprived of education facility, also resulted in enrolment of children, who otherwise were not enrolled in schools or were not regular in attending school because of long distances. There are 12.2 lakh children enrolled in EGS schools, out of these 5.7 lakh are girls which is 47 percent of the total children enrolled in EGS schools. Similarly the number of tribal children enrolled in EGS schools is 5.4 lakh, which is 45 percent of the total children enrolled in EGS schools.

District wise details of target population, enrolment and GER at primary level are given at *Annexure–4.*



Source: Lok Sampark Abhiyan I and II, Rajiv Gandhi Shiksha Mission, Government of Madhya Pradesh

Table 2

GER as per LSA 1996			GER as per LSA 2000-2001		
Boys	Girls	Total	Boys	Girls	Total
81.5	70.7	76.5	97.9	94.3	96.2

Source: LSA 1996 and LSA 2000-2001

Enrolment in upper primary schools

The GER at upper primary level is 70.3. The enrolment at upper primary level is 23.14 lakhs, out of which 9.18 lakhs are girls. District wise details are given at *Annexure-5.*

Retention

Even while enrolments have improved the problem of retention persists. About 70 percent children survive till the primary cycle, 50 percent survive the upper primary cycle and only 40 percent the higher secondary. Although the transition rate from primary to upper primary level is 97 percent, only 50 percent of them complete the upper primary level. Girls are the biggest casualty. Proximity of the middle school is an important factor. It is hoped that with the universalisation of the middle school, completion of the upper primary cycle will improve.

OUT- OF -SCHOOL CHILDREN

District data captured in the habitation wise household contact surveys in 1996 and 2000 show that the percentage of Out- of- school Children against the target population has decreased from 29.3 percent in 1996 to 11.2 percent in 2000-2001.

Table 3

	Out -of -school children against target population LSA-I (1996)			Out -of -school children against target populatic LSA-II (2000-2001)		
	Boys	Girls	Total	Boys	Girls	Total
In percentage	24.4	35.2	29.3	9.4	13.3	11.2
In lakhs	13.15	16.04	29.19	6.05	7.23	13.28

Source: LSA 1996 and LSA 2000-2001

- Out-of-school Children in age group of 6–14 years a 13.28 lakh, which is 11.2 percent of the target populatio *Annexure-6*
- Out-of-school children comprise of the never enrolle and dropout children. Of the total out-of-school childre the never-enrolled children are 70.7 percent of the tot Out-of-school children & drop-out children are 29 percent of the total out-of-school children
- Dropouts at primary level are 2.81 lakh, whereas middle level it is 1.08 lakh.
- Out-of-school girls are 7.2 lakh, which is 54.5 percent the total out-of-school children.
- Never-enrolled children are 9.4 lakh; out of which 5 lakh are girls, which is 55.3 percent of the total neve enrolled children.
- Dropout children are 3.88 lakh; out of which 2.04 lakh a girls, which is 52.6 percent of the total dropout childre Broad reasons for children being out of school, either never enrolled or drop out are as follows:
- About 80 percent girls remain out of school due to t following five reasons i.e. sibling care (24.6 percen engaged in economic activities (18.5 percent), cat grazing (13.6 percent), weak financial condition (1: percent) and migration (9.3 percent).
- About 86 percent boys remain out of school due to t following five reasons i.e. engaged in economic activit (21.6 percent), cattle grazing (22.4 percent), sibling ca (15.6 percent), migration (11.5 percent) and we financial condition (14.4 percent).
- Other factors responsible for children being out of scho

are social belief and parental reluctance to send children to school, especially girls, lack of upper primary educational facilities (8.0 percent), prolonged illness or handicap (2.4 percent) and school environment not conducive (1.6 percent).

- Social belief and parental attitude is responsible for a higher girls' out of school (8.24 percent) in comparison to boys (3.1 percent). Similarly, migration affects the boys (11.5 percent) in comparison to girls (9.3 percent)

It is evident from the data above that having achieved the goal of providing access to primary education facility, the problem of out of school children still persists. This is more acute for the upper primary level. The upper primary data shows that gross enrolment ratios are low. It is expected that the opening of middle schools in close habitations will improve the transition rate from primary to upper primary. These cases require specific attention for effective interventions. It is evident that the major reasons for children being out of school whether as never enrolled or drop out across both genders are economic (75 percent). Some schooling incentives are being provided to meet the cost of some factors affecting school participation. Incentives like book-banks, free educational materials, uniforms are being provided focusing on SC/ST children and girls of economically backward families etc. subject to resources Community mobilization and making the school flexible in its operation have proved effective for increasing enrolment. Largely, however economic, health and cultural factors are exogenous to the education sector and require convergence inputs from sectors that deal with livelihood issues. Health reasons too are exogenous to the education sector and require clear targeting of health programmes.

Learner Achievement

Sample studies have been used to indicate trends in learning achievement levels.

NCERT designed tests were conducted on a sample basis in 950 schools in 19 DPEP districts between the years 1995 to 2000 for the primary level. These were the base, middle and terminal assessment test (BAS, MAS and TAS). These indicate a progression from mean achievement levels over a period of 5-6 years. From 1995 onwards; the mean achievement scores in Language moved from 46.04 percent to 75.75 percent for class I and from 31.75 percent to 60.31 percent for class IV and for Math from 40.39 percent to 76.04 percent for class I from 27.84 percent to 52.12 percent for class IV in phase I districts (from BAS to TAS). What the NCERT study shows is that while there has been a positive trend towards improvement. Nevertheless, it is a matter of concern that the achievement in mathematics by the time the child reaches class five is not more than 50 percent, and not more than 60 percent for language, creating a situation where the child would move onto upper primary with competence over only half the curriculum.

Baseline and Midterm assessment survey was conducted in 15 DPEP II districts in 1997 & 2000 respectively. These surveys indicate a progression from mean achievement levels over a period of 3 years. From 1997 onwards; the mean achievement scores in Language moved from 38.76 percent to 54.95 percent for class I and from 31.99 percent to 43.05 percent for class IV and for Mathematics from 34.09 percent to 62.07 percent for class I from 26.65 percent to 35.78 percent for class IV in phase II districts (from BAS to MAS).

Factors responsible for unsatisfactory academic achievements can be identified as being both academic and non academic. Among the non-academic factors the commonest is the absence of the teacher from the classroom mainly on non-teaching tasks, which affects the time on transaction and completion of the course. It has also emerged that a large number of children do not have textbooks. Although the state has a commitment to provide free textbooks the resources required to support this do not match the need. Among the academic factors attention needs to be given to deploying qualified teachers for appropriate tasks, the professional development of teachers, improving class room processes and learner evaluation systems and academic supervision.

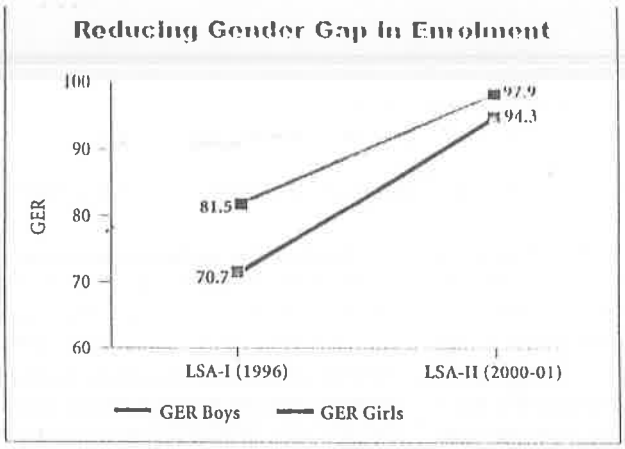
Equity

The issue of equity is central to education both because the delivery of education should target the disadvantaged group traditionally deprived of the opportunities of education, and because education is understood as a process of empowerment. This involves a distributive aspects and a qualitative one. The distributive aspects, in terms of the spread of resources, have been measured through indicators of access and participation. Primary schools have been established within a k.m. of each habitation, with more than 50 percent of the EGS schools coming up in tribal areas. This universal spread of primary education gives every child the opportunity to access basic education. In addition there has been an improvement in the share of girls' participation in schools and the gender gap in children in and out of school has reduced. The number of girls out of school has been reduced from 35.2 percent in 1996 to 13.3 percent in 2001. Table 3 shows the reduction in the difference between out of school girls and boys from 11 to 4 percent. The Table 4 also shows the reduction in the difference between girls and boys in terms of enrolment.

Reducing Gender Gap in Enrolment (DISE-I(1996) and DISE II (2000-01)

Indicators for measuring equity in participation are captured in *Annexure-9*

Sample studies undertaken by HM Lucknow, on the behest of GOI also indicates the positive trend of equity indicators.



Source: Lok Sampark Abhiyan I and II, Rajiv Gandhi Shiksha Mission, Government of Madhya Pradesh

Table 4

	LSA-I (1996)	LSA-II (2000-01)
GER Boys	81.5	97.9
GER Girls	70.7	94.3

Source: LSA 1996 and LSA 2000-2001

In terms of quality sample data of periodic tests (BAS/ MAS/ TAS) tests show that the percentage increase in the achievement levels of girls and boys is almost on par. *Annexure-10*

KEY EDUCATIONAL INDICATORS ARE CAPTURED IN THE TABLE BELOW

Educational Indicators (2000-2001)

	Male	Female	Total
Literacy Rate 2001	76.80	50.28	64.11
Gross Acess Ratio (GAR) Primary		100%	
	Boys	Girls	Total
Gross Enrolment Ratio (GER) Primary	97.9	94.3	96.2
Gross Enrolment Ratio (GER) Middle	74.6	64.6	70.3
Retention Rate (RR) Primary	91.6	85.8	88.9
Drop-out Rate Primary	8.4	14.2	11.1
Grade Completion Rate Class I-V (GCR) Primary	65.2	58.0	62.0

Source: Lok Sampark Abhiyan and DISE Data

KEY CHANGES IN THE STATE'S EDUCATIONAL PERSPECTIVE

One could attempt to assess the performance of the state and the tasks ahead for it, based on the kind of policies, and information discussed above. The state has succeeded in establishing a decentralised management of education, especially primary education right up to the village level. The focus is now on empowering the school as a unit. Issues of decentralising academic support to schools have acquired significance and structures for academic decentralisation have been created. It should now be possible to address a holistic agenda for making the school effective for quality education because of decentralisation. Key issues of quality now are getting positioned centrally. Planning now has a large database rooted at the habitation level. The issue of primary education has been lodged in a regime of rights. Rights themselves have been seen as civil society covenants not just as legalistic provisions, making the whole issue of universal education a pragmatic commitment moving towards the fulfilment of a normative vision. The understanding of community participation has deepened and this has expressed itself in different institutional forms moving from elected representative structures of the panchayat type to VEC, to collaborative structures as PTAs, to direct community participation institutions as the Gram Sabha and this has expressed itself significantly for education. This understanding of community has also influenced the perception of resources as meaning not just financial but human resources possibilities for innovative action on a large scale.

TASKS AHEAD

With the outreach of primary schools being universalised and that of upper primary also being universalised, the key agenda for the state is to focus on (a) special efforts to bring out-of school children within the fold of education. b) improving retention completion and transition with special focus on equity. c) improving achievement levels.

This really implies a very comprehensive agenda for quality reform. The broad strategy for this would be underpinned by (a) strengthening organic bonds between the school and the community by enhancing school accountability to the local community and ownership and support to the school by the community, (b) improving academic inputs through decentralised institutional reform, content enrichment, evaluation reform and capacity development, (c) capacity development of educational management personnel by reorienting towards school as unit, retraining on working with community, professional development of necessary skills, like information analysis, planning and monitoring, problem solving and remedial action.

Thus, the challenges that MP has are improving the quality of education, bringing back the still out of school children to school, and improving retention in the whole school cycle.

Focus on children-out-of school

A clear focus is now required on out of school children i.e. the never enrolled and drop out categories. District specific data is now available with the districts for decentralised planning for child specific targeting at the local level. These districts require special focus. However, an interesting feature is that the out of school factors are more or less similar in all districts in the

character and relative significance when viewed at the district level. This suggests that variations of critical significance would occur not only at the inter district level or regional level, but actually substantively at sub district levels, possible in pockets or among specific social or economic groups. This indicates the need for further decentralisation of planning below the district to the habitation/ village/ gram panchayat and school cluster levels where child-specific, family-focused targeting is possible. The newly instituted gram swaraj provides the framework for such habitation specific planning. In this context setting up Parent Teacher Associations (PTAs) and mobilising PTA and VECs through capacity development programmes and control of resources as well as decision-making could be a major strategy for child wise tracking. The PTA would also have the power to determine school timings and holidays in order to make school responsible to be local cultural and livelihood requirements. The PTA would be encouraged to raise resources locally so that child specific interventions can be given to out-of-school children.

Decentralisation and community control over development processes makes possible inter sectoral convergence needed to address, health and socio-cultural factors effecting children's schooling. Decentralisation can facilitate convergence to ensure health services for all the children. Moving toward decentralised management for Health care, the State Government has launched a scheme called Swasth Jeevan Sewa Guarantee Yojna. The scheme aims at improving the srams of rural healrh care by ensuring the provision of basic determinants of health: safe drinking water supply, sanitation, nutrition, immunization, ante-natal care, training of the local health workers. Convergence with this scheme would enable better targeting of better health enabling services for children. Mid day meals could prove to be an effective incentive especially for children belonging to families of low economic status of the effective use of MDM gets monitored by PTA and for ensuring its timely distribution to the children. Convergence can also be sought of programmes of women empowerment. Convergence with programmes of self-help groups to some extent would also help in addressing economic reasons influencing enrolment and attendance.

The main challenge for MP is the education of the poor children. Despite the universalisation of access, and increase in the provisioning of infrastructure and teachers, the problem of retention, substantial reduction of drop out and improved learning levels for all children remains. In rural government schools there are clear indications that poverty has a negative effect on all key educational indicators. Empirical observations and the data available shows that among the first generation learners, children with low health and nutrition levels, or who support the family tend to be the ones whose attendance therefore is irregular, and whose participation in school processes tends to be conspicuously inhibited and slow. The education of poor children requires pedagogic innovations, flexible academic structures for schools, and teachers with a strong empathic commitment to working patiently and perseveringly. Since the school is a social institution, besides free text books, free uniforms, and a mid day meal would help encouraging the participation of poor children.

The issue of out of school children needs to be seen not only as a back to school programme but is intimately linked with the retention of children in the completion of a whole school cycle. Completing school with a school certificate besides allowing transition to higher education gives a definite advantage in the employment market and in opting for other avenues of skill acquisition. Therefore, one of the factors that hold attraction is the prospect of a school completion certificate, and this needs to be made to appear possible for all. The challenge here is double fold: Retain the children in school at the primary level to complete the whole school cycle, and to enroll and retain the over-age children who are late starters to complete the whole school cycle. The implications of this involve a wide range of action. First, attention to the whole school cycle would have to be given, and universalisation of elementary education would have to be seen not as an end in itself, but as creating the prerequisite condition for it. Thus, while prioritising primary and elementary stages may have a justification both as historical beginning points and in resources, nevertheless as the state works on the elementary stage, it would be manifestly evident that not looking at the whole school cycle would mean the persistence of basic problems of low social motivation specially among the poorer classes to take the steady schooling of their children seriously. In the social perception it is the whole school that has value, not an interim stage in it. Therefore, even while the state is planning universal elementary education, it has to start addressing the issue of high school access in a way that makes the opportunity of school completion a possibility for all.

For overage children, especially overage girls, on the adolescence threshold, special methods would have to be thought of to facilitate their enrolling and transiting through to complete the school cycle. This will require the development of materials and methods that facilitate swifter paced transition by the overage late entrants to the school and helps them complete their school cycle in a shorter duration. A feasible approach here would be to tap the potential of the state open school and to develop systems of Equivalence. This would benefit the fifteen plus youth that enlists in the adult education programmes, as well. As the state expands its reach, the hard to reach groups tend to become increasingly more visible, and the need to strengthen the open school and equivalence systems becomes increasingly more central in view of the fact that the gap in the literacy base would remain unless opportunities for completing a full school cycle are restored to this group that has missed the right age for enlisting in school.

Improving the quality of learning at the primary level

Returning children to school with the objective of enabling them to acquire education of satisfactory quality demands an in depth and comprehensive agenda of quality reform. Improving quality of education needs focus on institutional reform, better classroom processes, need-based teacher education programmes, curriculum and evaluation reform and emphasizing processes of lateral accountability and improving educational quantities.

Enriching the quality of classroom process

A challenge common to all schools is the different levels of abilities among children and often in the same child in either different subjects or different times depending on the quality of his participation. Madhya Pradesh was able to evolve a range of pedagogic practices that highlight the possibility of making class room processes more meaningful through organizational strategies that balance flexible groups and normative grades. These can help respond to. This requires both continuous teachers training, development of appropriate TLM to diversify the linearity of the text and most significantly, policy support to flexible school structuring principles. While these pedagogic methods are important for all good schooling, they are most critically needed for contexts of first generation learners or mixed age, mixed ability heterogeneous groups characteristic of chronically deprived areas and communities. The state need to build upon its nascent insights and experience of these pedagogies of learning focussed on multiple levels. The use of IT has been viewed as a potential medium for pedagogic transformation, creating ground for interrogation, choice, self-learning. It should be continued in this direction with greater integration with classroom process, expansion of the horizon of knowledge, and greater stimulation to self-learning.

Strengthening teacher education

Assessment of learning levels at the primary and upper primary both indicate the need to focus on the development of foundational competencies in Mathematics, Language and Science. There is a need to develop teacher capability both through the induction and in-service training programmes of teachers. Special emphasis will therefore have to be placed on improving teacher capability in transacting Mathematics and Science curriculum. This should be done through need-based programmes focusing on specific content and pedagogical areas. The process of using distance education, computer enabled education and school libraries as Alternative Learning Sources (ALS) for teacher and students development should be further supported and expanded. Distance learning programmes need to be continued

Improving learner evaluation processes

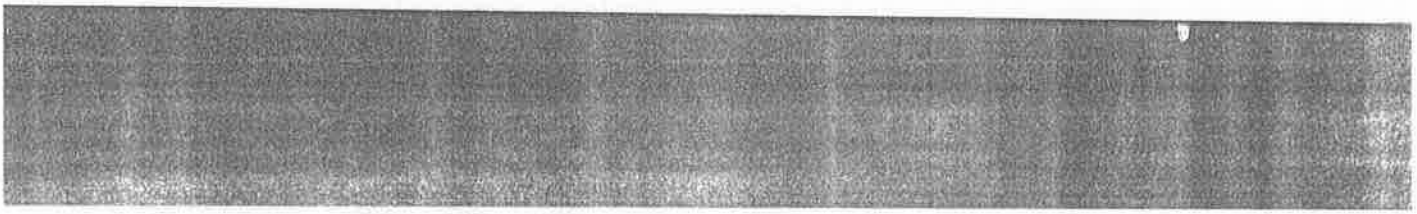
It needs to be ensured that learner evaluation will be not just a test of basic text based competencies but also a process of appraising the quality of teacher-pupil interactions and the overall cognitive development of the learners, handlings the individual differences positively. A balance has to be maintained between individualism issues and normative standardisation, which will also help keep evaluation from becoming threatening. Lateral accountability of the school to the local community for learning outcomes needs to be clearly established to elicit parental support for improving the quality of learning. The results of quarterly evaluation need to be shared with the VEC and PTA at the village level successively to the Panchayats and District Planning Committee to ensure regular monitoring of learner achievement by them.

Maintaining an efficient Teacher-Pupil Ratio

Provision of additional teachers both at the primary and upper primary levels in order to maintain the TPR at 1: 40 on the basis of rationalisation and reallocation, to improve the quality of classroom transactions. An efficient TPR is necessary for effective teaching learning processes. The current situation on multi grade teaching is very clearly contra indicative to quality transactions. Inadequate attention to evaluation, failure to undertake diagnostic and remedial action, negligence even in simple routine tasks like completion of textbook based exercise can be clearly traced to high TPR multi grade situation, wherein teachers do not have enough time to focus on child specific tasks. As a consequence, the result of multi grade teaching or large class sizes is the un-noticed perpetuation of errors militating against all inputs into mastery level competencies, it is evident that while an efficient TPR is the principle condition of quality teaching learning, nevertheless, it is also equally susceptible to availability of resources. Efforts should be made to move towards a more efficient TPR beyond a 2 teacher per school primary norm and 3 teachers per school upper primary norm on the basis of a realistic assessment of students' attendance patterns and teacher availability and specific academic requirement especially at the upper primary levels. A current estimate of additional teachers is based on the current estimate of TPR. School specific TPR can be improved through teacher reallocation, but if the average TPR has to be brought to 1:40, then additional teachers will be needed.

Striving for a holistic view of quality

The issue of quality is often limited to academic inputs and outcomes. Thus, there has been a demand for B.Ed/ D.Ed/in service trainings and a great emphasis on text book revision. What has been difficult to explain has been a widely prevalent situation where teachers with desired professional qualifications, and refresher trainings and improved text books and pedagogies still do not generate effective teaching learning processes and the desired results. The inadequacy of a pre determined criteria of academic inputs seen in isolation from other historical contingencies becomes glaringly obvious in such commonly prevalent cases of quality default. A number



of studies conducted show that apart from a prescribed qualification criteria, intangible attributes like empathy and sense of responsibility are necessary for a teacher to perform effectively, and that without these, even highly qualified teachers do not teach even by minimal standards of satisfactory transaction. Yet these are rarely factored in the way the teacher has to be recruited, or trained or even assessed and these pose a challenge for designing a criteria for the teacher's professional development. Issues of teacher empathy with the students coupled with clearly defined accountability of the teacher to the parents whose wards are in his charge become very significant in a state like Madhya Pradesh where the children whose education really poses a challenge to the state are from economically deprived families.

Issues of accountability, incentives or the effect of general levels of social awareness offer themselves for consideration. One of the realizations in the process of decentralised management is the need to look at the whole context for understanding quality. The context would imply the school and its academic inputs and their relationship with each other, the school and management practices and policies that define it and would also imply the school and its relationship with the social community within which it functions. Quality then would have cognitive, infrastructural, managerial and social dimensions and would derive from the relational nature of these dimensions. This understanding has determined the way in which issues of quality are being sought to address. One effect of this whole context perspective is that it places the issue of curriculum reform within the larger frame of educational reform. This alters the conventional way of posing questions on quality that start with just the academic inputs, assuming that the other factors are administrative or 'physical' or pertain to the community and outside the core issues of academics that actually determines quality. A holistic approach to educational reform on the other hand recognizes the need to transform the context in which the text has to be transacted. The present level of quality in the state then is the result of the present relationship between the academic, and social factors and the institutions of political democracy.

Thus, the state has planned for an intensive training of all the teachers, and curriculum review, and strengthening teacher education and academic support institutions. This is accompanied by a commitment to establishing social accountability of the school. The Jan Shiksha Adhiniyam aims at creating processes towards social accountability for quality. For this the PTA and the VEC are seen as key institutional arrangements. The People's Education Report to be instituted annually is expected to make the Government accountable for quality. The empowerment of democratic institutions and processes for creating accountability of school performance is expected to give a critical edge to the issue of quality. Empowerment here implies both the creation of structures and focused efforts to develop capacity. This is why the state has given serious attention to the adult education programme, through its Padhna Badhna Andolan and its Padhna Badhna Sanghs that are in the making to consolidate and institutionalize the energies and build capabilities of such sections of the community who depend on the public education system. The objective here is to continuously increase the capacity of the community to create as well as to demand better services for themselves. Finally, since quality is seen to be a relational process of multiple factors, the approach towards improving quality emphasizes an intensive broad based participatory research strategy that does not abstract single strands for study like academics, or community or management, but strives for a holistic perspective. Such an approach also rejects the notion of quality as only a technical, supply side issue and sees it evolving through a dialogic process of all participants. This conceptual analysis of quality provides the framework of action presently initiated by the state for educational reform. Such action is at a very nascent stage and would have to be sustained through careful planning and evaluation in the time to come.

Improving physical infrastructure

Physical infrastructure in schools will be improved through the provision of buildings, additional classrooms, toilets and drinking water facilities. Currently, there is a gap of 23387 primary school buildings, 36668 additional rooms, 6287 schools require major repairs and 9426 schools require minor repairs. District-wise details of infrastructure gaps are given at Annexure 3(i), (ii), (iii). Convergence of resources is being planned to mobilise support for filling in infrastructure gaps.

Improving School Management through decentralisation and capacity development

The complex nature of UEE demands that the greatest attention be paid to the process of planning and implementation, institutional reform, and convergence of resources. Again, in view of the complexity of the problem, decentralisation will have to be the key defining principle of the educational planning and management. Decentralisation has been a key strategy for improving school quality by making management accountable to stake holders. The effort is to establish school as a unit responsive to the learning needs of the children and the educational aspirations of the community. The process of decentralisation of educational management has culminated with the establishment of PTAs and VECs as statutory institutions devolving power on the community to control the local schools as well as to support it in its basic requirements. Similarly the process of academic decentralisation has been initiated with the establishment of Cluster Resource Centres (Jan Shiksha Kendras). Attention needs to be given to strategies for strengthening these decentralised institutions through internal restructuring along with professional capacity development. Formation of decentralised management structures right upto the grass root level has an implication for the need

of capacity building at all levels. Capacity development and strengthening infrastructure support to these decentralised integrated units is needed to enable them to function effectively. All VECs/PTAs will be oriented towards their school management roles. The training focus will be on the role of VEC/PTA in micro planning and implementation of Village Education Plans, effective use of school contingency, monitoring, progress of children in schools.

EQUITY: IMPROVING EDUCATIONAL OPPORTUNITIES FOR SPECIAL FOCUS GROUPS : GIRLS, SC, ST

Gaps in girls' participation at the primary and upper primary levels have been assessed and collected. Also the census data of 2001 clearly indicates the district, which requires special attention because their literacy status is below that of the State average and the female literacy rate is also very low. A clear problem area is the education of girls in the age group 11 upwards, who have never enrolled in schools. They need specially designed and planned education programmes to enable them to enlist and complete their education. Making the school timings and holidays flexible makes the school more inclusive and while the power to do so has been vested in the PTA, it needs to be consciously and sensitively emphasized and ensured. Non-grade, group based pedagogic practices, bridge-materials in a self learning mode allowing transition and completion at learner pace would enormously increase the chances of these children who tend to form the bulk of the vulnerable category of drop out or never enrolled. The open schooling system which is essentially a system for flexible learning reaching out to learners regardless of their age needs to be remoulded to serve this purpose. Efforts need to be made to encourage women to enlist as teachers especially at the upper primary level. Provision of separate urinals for girls is also expected to have a positive impact on girls' retention both at the primary and upper primary level. Social mobilisation and convergence with programmes of women's empowerment and especially with Continuing Education programmes will prove to be effective. Appropriate incentives such as scholarships, uniforms, free teaching learning material need to be designed to target needy children of special focus groups.

In Summary, the action ahead has to take the following issues into consideration:

- Provision of appropriate infrastructure facilities to schools.
- Focusing on strengthening institutional management processes and strengthening the use of information for planning and management
- Strengthening decentralised management through capacity development
- Strengthening community participation especially through institutional means such as the PTA and the VEC.
- Sustaining the new impetus towards restructuring academic support systems on principles of professional calibre, school experience as participatory forum of teacher development and motivation, especially at the level of the Jan Shiksha Kendra.
- Adopting a more developmental approach to teacher training, and creating professional incentives for teachers to upgrade their knowledge and skills.
- Ensuring that the curriculum both respects local knowledge and culture and adds wider dimensions of understanding and accordingly effect improvement in content
- Establishing a reliable system of learner assessment.
- Develop appropriate incentives for learners mainly o special focus groups
- These measures have been initiated. They need to b sustained and strengthened in the light of experience and in the interest of learners.

The key theme is to continue decentralising managemen and academic support to schools so as to redefine the schoo from its inherited identity as the lowest level appendage t large bureaucratic machinery to school as empowered an autonomous unit.

RESOURCES

Resources required for UEE have to be estimated first on needs basis. The extent to which the resource gaps are me will be subject to the availability of resources under differe programmes. Therefore resource-based estimates also need t be drawn up. The state has drawn up Education for All (EF/ plans projecting needs, proposing strategies and estimati resources for both elementary and adult education. The EF plans estimate approximately 8,500 crores will be required f fulfilling all the needs and providing free elementary educ tion to children. A major programme for planning and mob lizing resources for implementing the elementary educatio strategies is Sarva Shiksha Abhiyan (SSA).

A significant strength of the planning emerging in th state is that it seeks convergence of schemes. SSA is an effecti vehicle for this convergence. This internal convergence of ed cational schemes and resources will itself enable comprehe sive planning with optimum utilisation of resources. The sta expects all 45 districts will be covered under the SS Perspective plans for a five-year period have been submitted the Government of India. 12 have already been sanctione The process of upgrading DPEP into SSA in the remaini districts is in process and it is expected that by end 2002 DPEP districts would move into the SSA mode. This w mobilise additional resources for universalising elementa education.

However, it needs to be mentioned quite clearly th resources through specific programmes are additional. Th main share of finances come from the state's own suppo resources. The state has therefore to seriously review a reformulate its own financial investments in the educati

sector to optimise their benefits. Some options that the state has are:

Reducing administrative expenditure at state level institutions

This is long pending since decentralisation really does allow a thinning down of top-level structures because their powers and functions have been devolved. This is needed not just for cutting out redundant financial expenditure, but most urgently for liberating the new empowered decentralised arrangements from the hegemonic with then influence of top structures with their historically inherited authoritarian cultures.

This would also imply administrative efficiency. As an interim measure, state level personal could be allocated at district and sub district levels where work functions would tend to acquire a greater responsibility because of greater autonomy. Over a period of time administrative overheads should be rationalized to liberate more resources for programmes. Secondly, there is a need to closely scrutinise and understand choices on the basis of a cost - benefit analysis, to adjudge cost effective inputs.

The state has been wresting with the problems inherent in universalisation: needs versus resources, commitment to universalisation and concern for quality, time- bound action and the necessity of resource-based, phased planning, standardization of norms and pervasive differences and disparities. Looking to the different types of teachers schools and related incentive systems it could decide upon the most cost effective inputs. Setting performing norms itself can ensure effective returns on current investment without incurring additional expenditure. This could imply for example, setting eligibility criteria for the placement of personnel and teachers and according to the needs of the institution and performance norms as incentives or disincentives. Capacity development would enable optimising the impact of available resources by improving internal efficiency. This would include retraining in newer skill requirements, structural reorganization and integration on the principles of decentralisation would reduce stagnation and wastage on top and encourage accountability at school/closer to school levels. Convergence of programmes on a comprehensive intra and inter-sectoral needs will reduce duplicate/parallel efforts and costs. Empowering communities is the most effective the most cost-effective way of meeting the complex challenges of education. Ownership can help improve the school even with limited resources in a partnership framework, which the Madhya Pradesh government has been pursuing. Finally it would help to look at the school as an evolving process balancing a pragmatic strategy and normative frame.

Creating a legal frame for educational reform

The state government has formulated a legal frame for consolidating and promoting the initiatives for educational reform through its Jan Shiksha Adhiniyam-which seeks to strengthen the institutional partnership between the Government, the local bodies and the community in the task of universal elementary and adult education. The Act has been passed by the state Assembly for implementation in the State.

ADULT EDUCATION

Adult Education has been an area of key concern, both because basic literacy to all is a commitment of the state, and because there is a clear reciprocity between the educational status of children and the adult community. The key strategy for this in Madhya Pradesh in the first half of the decade of the 90s was the Total Literacy Campaign (TLC) sponsored by the Central Government. Under this all the districts in Madhya Pradesh implemented the Total Literacy Campaign (TLC). 54.10 lakh were made literate over 9 years. But by mid-90s there was a need to review the TLC strategy.

The major change made against the movement for total literacy was that it is unable to excite the adult community whose children did not go to school because they lacked the facility. That was what led observers to lament the literacy campaign as an effort to mop the floor with the tap open. The synergies in the relationship between the efforts for universal primary education and mass literacy needed to be realized.

The primary education base supported action for adult education. EGS through its wild fire spread took the message of education for all into all habitation in Madhya Pradesh so that when subsequently the Padhna Badhna Andolan was started for literacy in late 1999 there was a torchbearer for education in each habitation and a community that had participated in creating a learning environment for their children.

Padhna Badhna Andolan (PBA) was Madhya Pradesh's programme to revitalise the literacy movement in the state. PBA differentiated itself from the prior literacy strategy of the National Literacy Mission (NLM) (the Literacy Mission of the Central government) by emphasising collectivity, demand, local choice and incentive to the literacy volunteer. The programme undertaken for a year in 2000 had the following key elements.

- Non-literates would come together as *Padhna Badhna Samitis*
- They would chose local educated person to be their teacher (*Guruji*)
- They would register at the nearest Panchayat or *Jan Shiksha Kendra* (Cluster Resource Centre) their names and that of the proposed *Guruji*
- Government would verify the status as being non-literate provide the *Guruji* training and teaching-learning material.
- Three basic literacy primers of the NLM would be transacted.
- In addition to the 3 literacy Primers of NLM, a fourth Primer (*Choutha* Primer) was developed by the Rajiv

Gandhi Mission on Rights (land rights, gender rights, forest rights, labour rights, development rights etc). The idea was that as the PBA Samiti transacts the Fourth Primer it repositions itself as a Self Help Group and then a thrift and credit society.

- The Government would monitor hand hold and undertake a 100 percent external evaluation of the learners.
- Based on the number of people who cleared the examination the *Guruji* would be given a *Gurudakshina* of Rs 100 per learner to which the community was also free to add.

So if a *Guruji* made 20 people literate he/she would get Rs.2000 as *Gurudakshina* from the people he has taught. This money was made available by reducing other costs on supervision, having full-time literacy employees etc. It would be in order here to compare the physical achievement as well as costs under the two strategies of National Literacy Mission's Total Literacy Campaign and Madhya Pradesh's *Padhna Badhna Andolan.*

The hypothetical Rs. 65 per learner of the National Literacy Mission's Total Literacy Campaign becomes almost Rs. 230 because of protraction yet had no incentive for the

Table 5

Strategy	Target	Achievement	Duration	Pur Learner Cost
Total Literacy Campaign	125 lakhs	54.10 lakhs	9 years (1990-1999)	Rs. 229.55
Padhna Badhna Andolan	51.83 lakhs	29.85 lakhs	1 year (Dec 1999-Dec 2000)	Rs. 150.25

Source: Rajiv Gandhi Shiksha Mission, Government of Madhya Pradesh, Bhopal

teacher. In the case of the Padhna Badhna Andolan, out of the Rs.150. 25 per learner cost, Rs 100 per learner has been the component of the Gurudakhshina. Interestingly post-evaluation encounters showed that the incentivisation was responsible for the wide popular involvement of unemployed educated youth as Gurujis as they went through the campaign, the moral charges of leadership was a far greater incentive than the money given as Gurudakshina.

Padhna Badhna Andolan was crafted to revitalise the literacy movement in the state. The response was phenomenal as over 2,17,000 *Padhna Badhna Samitis* enrolling 5.18 million came up. There was no restriction on who could be a Guruji and even grassroots level functionaries like Gurujis of EGS schools, erstwhile TLC volunteers could also become Gurujis of the Padhna Badhna Andolan. The final evaluation was scheduled between 7-9 December and out of the 51.83 lakh people enrolled 32 lakh had completed the Third Primer (another 19.41 lakh had completed the second Primer) and took the examination. 29.85 lakh cleared the examination which was conducted openly with invitations advertised in newspapers requesting the public to witness the event. Results of external evaluation by expert panel approved by NLM are close to those of the 100 percent state level evaluations corroborating the results of this one-year campaign.

Of the Samitis,

The Rajiv Gandhi Shiksha Mission had also invited the evaluation teams of the NLM to this event and their findings corroborated the results of this one-year campaign, which was finally vindicated when the Census results were announced. 57000 Padhna Badhna Samitis have repositioned, as Self Help groups with savings of Rs. 4 crore and over 70% of these are groups of women..

Literacy in Madhya Pradesh

The sections above have discussed the issues and parameters of education, and of the efforts at achieving and ensuring universal elementary education. The last seven to eight years have witnessed sustained action towards educating people in the state, making children and adults literate, bringing children to school and ensuring that they remain there, and that they receives quality and useful education. It is extremely difficult to be able to measure or assess progress of level of development of people in education. The only universally acceptable and appropriate measure is literacy, although that itself does not really tell us about the depth and quality of education levels of people. Nevertheless, it is an indicator that shows the current spread and reach of basic ability in education and perhaps also shows the expanding and deepening education in people.

The Census of 2001, gives us figures of literacy that enable us to make some assessment of the impact of all these efforts on education levels of people in the state, especially when we compare the literacy levels from previous census data.

Madhya Pradesh has recorded an unprecedented jump of 20 percent in literacy in the period of the nineties as reported in Census 2001. The work in the nineties was in the combined State of the then Madhya Pradesh that included the new State of Chhattisgarh. Taken together there has been a rise of 20.45 percent in the decade of 1991-2001 in literacy in Madhya Pradesh. The key features are :

- Undivided Madhya Pradesh records the highest decadal growth in the period of the nineties. As against a 10 percent growth in the decade of the eighties in the state, over 20 percent growth is recorded in the nineties. As far as the new state of Madhya Pradesh is concerned, there was a rise of 19.4 percent.
- The growth in Madhya Pradesh in literacy far exceeds national growth rate in comparative terms. In fact the growth rate is more than double of the national growth

rate. At the national level literacy rate grew from 8.64 percent in the eighties to 13.17 percent in the nineties indicating a decadal increase growth rate of only 4.53 percent whereas in Madhya Pradesh, literacy grew from 10.4 percent in the decade of the eighties to 20.45 percent in the decade of the nineties indicating an increased growth rate of 11 percent. This jump is significant.

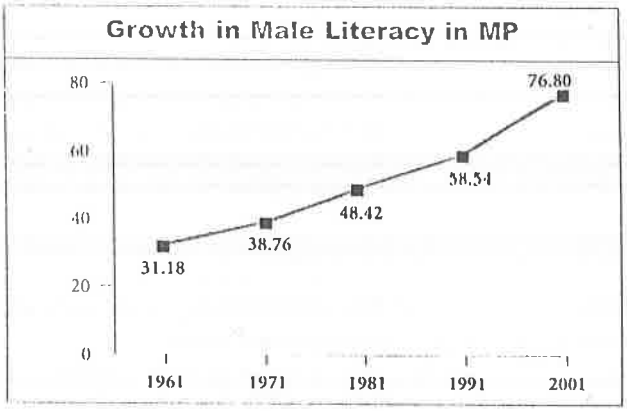
- Madhya Pradesh condenses the development of three decades into one decade. In the decades of the nineties Madhya Pradesh records a jump almost equalling the total of the three decades of sixties, seventies and eighties. In three decades preceding nineties (61-91) female literacy grew by 20.47 percent. In the decade of the nineties (1991-2001) it grew by 20.93 percent.
- More than one person out of six persons removed from the category of non-literates in India in the decade of the nineties is from Madhya Pradesh. Madhya Pradesh taken together with Chhattisgarh account for 17.94 percent of the decadal decrease in illiteracy in India.
- Taken together with population figures, out of the decadal decrease in number of non literates in India of 3,19,58,336, Madhya Pradesh together with Chhattisgarh account of 57,30,327.
- The net reduction in number of female non-literates is 10 million of which the then unified state of Madhya Pradesh accounts for 2.2 million. Almost one out of every five women removed from the category of non-literates was from Madhya Pradesh.
- Madhya Pradesh (again taken together with Chhattisgarh as it was a common state in the decade under review) a state with a considerable backlog in the area of literacy does better than Andhra Pradesh, Uttar Pradesh, Rajasthan, Bihar, Orissa and Jammu and Kashmir. In male literacy it goes ahead of the national average and the states mentioned above as well as Karnataka.
- In summary Nineties become the defining decade when MP leads by 20 percent to catch up with the national average and shed its "Bimaru" tag.

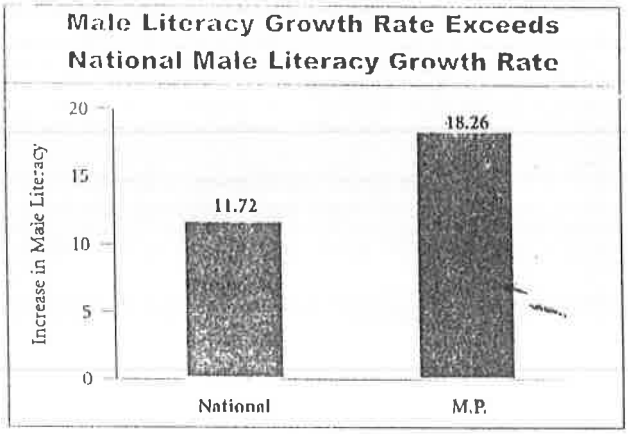
MADHYA PRADESH CLOSES THE GAP

Literacy is catching up with national average. While in 1991, the literacy rate of the new state of Madhya Pradesh was 18 percentage points below the national rate, today it stands neck to neck (64 percent to 65 percent).

Male Literacy

- In the period 1991-2001, male literacy in Madhya Pradesh increased from 58.54 percent in 1991 to 76.80 in 2001 indicating an increase of 18.26 percent.
- Madhya Pradesh has moved ahead of the national average of 75.85 in male literacy and is ahead of the two southern states of Andhra Pradesh (70.85 percent) and Karnataka (76.29 percent, marginally lower) in male literacy.
- At the national level the growth rate in male literacy has been 11.72 percent, 42 out of 45 districts in Madhya Pradesh exceed the national growth rate in male literacy (the only exceptions being Indore, Gwalior and Bhopal).





Female Literacy: Condensing three decades growth into one decade

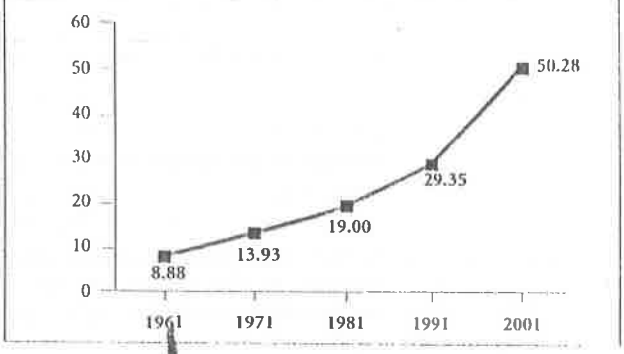
In female literacy, Madhya Pradesh has condensed the growth of three decades into one decade. Taken as a combined state, the growth in female literacy has been 22.49 percent in the decade of the nineties. Female literacy was 8.88 in the 1961 Census, the first Census after the formation of the state of Madhya Pradesh. It grew to 13.93 in 1971, to 19.00 in 1981 and to 29.35 in 1991 making the combined growth in the 3 decades equal 20.47 percent. Against 20.47 percent growth in 3 decades, in the decade 1991-2001, Madhya Pradesh female literacy went up by 22.49 percent in the combined state and by 20.93 percent in the new state of Madhya Pradesh.

DECADAL INCREASE IN FEMALE LITERACY

This graph shows the impact of the period of the nineties on this vital development indicator.

- Female literacy growth rate exceeds male literacy growth rate and it goes from 29.4 percent in 1991 to 50.3 percent in 2001 registering a 20.9 percent growth.
- The growth in Madhya Pradesh in female literacy far exceeds the national average. At the national level female literacy went up from 39.3 percent in 1991 to 54.2 percent in 2001 registering a 14.9 growth whereas in Madhya Pradesh the growth has been 22.5 (combined) and 20.93 (after division).
- It is for the first time that the growth rate of female literacy in Madhya Pradesh exceeded the growth rate for men and the national growth rate in female literacy.
- 39 out of Madhya Pradesh's 45 districts have a female literacy growth rate above the national female literacy growth rate of 14.87 percent.
- In 17 districts in Madhya Pradesh female literacy rate exceeds the national average of 54.2 percent whereas in 1991 only 6 districts in MP had a growth rate above the then national average.
- A few miracles in female literacy in Madhya Pradesh: In three districts -Datia, Shajapur and Raisen – female literacy rate growth ranges between 35-38 percent. The story of female literacy in 3 districts is shown in Table 6.
- In 22 districts female literacy rate went up more than 30 percent.
- For the first time, the gender gap between male literacy and female literacy started to decline in the decade of the nineties. The reduction in the male to female literacy rate is plotted in the graph.

Decadal Increase in Female Literacy in Madhya Pradesh



MP Female Literacy Growth Rate Exceeds National and Male Literacy Growth Rate

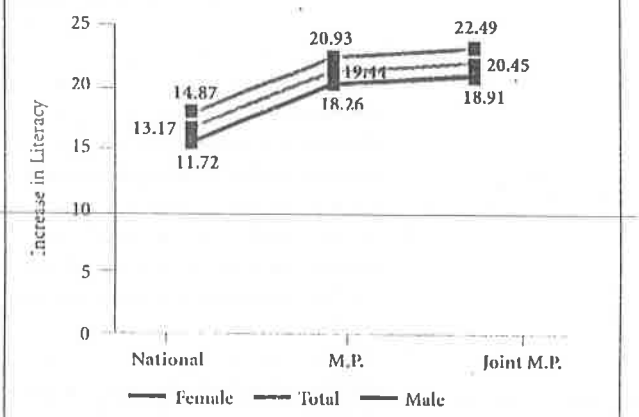


Table 6

District	1981	1991	2001
Datia	15.13	24.45	62.48
Shajapur	11.38	19.77	57.58
Raisen	14.66	25.47	61.89

Source: Census of India, 2001

Probing Deeper into Some Districts

- Districts with larger Scheduled Caste Population do better in literacy growth
- Scheduled Caste populations constitute over 16 percent of Madhya Pradesh population. How have the districts with large scheduled caste populations done in literacy in the decade of the nineties?
- As may be seen in Table 7, 14 out of 19 districts with above average population of scheduled castes have a growth rate in literacy exceeding the state average.
- All these districts have a growth rate ahead of the national growth rate in literacy of 13.17 percent. Only two urban districts Gwalior and Indore which though they have a higher than state average of population of Scheduled Caste also have a relatively higher literacy rate of 69.79 and 74.82 respectively have logged a lower growth rate than the national growth rate.
- Districts with larger than state-share of Scheduled Tribes also do well in literacy in the nineties
- Madhya Pradesh has a population of over 20 percent Scheduled Tribes after the division of the state. 13 districts (of 1991) have a population of Scheduled Tribes exceeding 20 percent of the population.
- Here again 8 out of 13 predominantly tribal districts far exceed that state average and national average in the growth rate of literacy between 1991-2001. Only the districts of Barwani, Dindori, Dhar, Khandwa and Jhabua have a growth rate below the state average. All these five districts however have a growth rate above the national average.

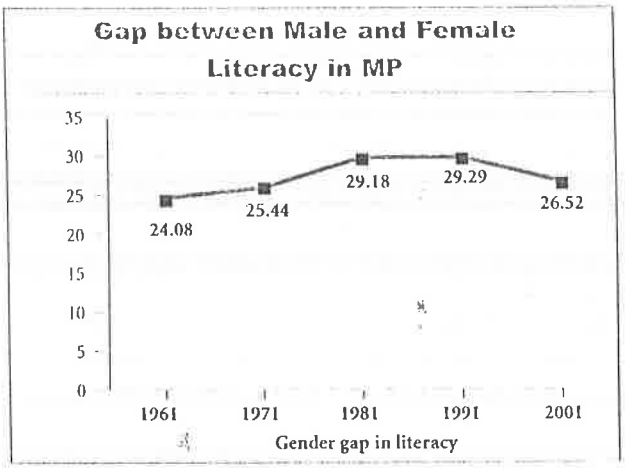


Table 7

Selected Districts with SC Population above state average	% of Scheduled Caste Population In district	% Literacy in 2001 Census	% of growth in literacy between 91-2001 (against State Growth 20%, National Growth 13%)
Datia	24.67	73.51	28.32
Bhind	21.34	71.22	21.99
Morena	19.89	65.58	19.65 (Sheopur 20.06)
Rajgarh	18.00	54.05	22.24
Shivpuri	19.36	59.55	26.52
Guna	18.08	59.93	25.35
Tikamgarh	22.75	55.80	21.02
Raisen	16.55	72.76	32.00
Ujjain	24.56	71.18	22.12
Panna	20.40	61.61	27.93
Shajapur	22.34	71.14	31.94
Sehore	20.30	63.83	23.40
Satna	17.85	65.12	20.47
Narsinghpur	16.59	78.34	22.69
Chatarpur	23.70	53.44	18.24
Dewas	18.15	61.04	18.96
Vidisha	20.31	62.10	18.02
Sagar	21.09	68.08	14.64
Damoh	20.08	62.06	15.79

Source: Census of India, 2001

Challenges Ahead

The challenges in Adult education are sustaining and consolidating the nascent literacy skills, linking literacy with life needs, and above all promoting women's education. Mahila Padhna Badhna Andolan was launched on 8th March 2002 to cover the female literacy gaps still remaining. It is expected that the Mahila Padhna Badhna Andolan will cover the remaining gap of 50 percent illiterate women. Under MPBA, 1.73 lakh Mahila Padhna Badhna Samitis have been formed and 35 lakh illiterate women have forwarded their demands to be made literate. Out of these 29.64 lakh women have been enrolled in the Mahila Padhna Badhna

Creating a Social Action Group in every village: Padhna Badhna Sangh

Padhna Badhna Andolan with its 0.217 million *Padhna Badhna* literacy volunteers generated social energy even in remote rural areas that needed to be consolidated and strengthened. The nascent bonding for shared agenda seeded through a *Padhna Badhna Samiti* is sought to be captured in the form of village based Social Action Groups. The Social Action Group or the *Padhna Badhna Sangh* is conceptualised as a federation of the local *Padhna Badhna Samities*. The *Padhna Badhna Sangh* or the Social Action Group is a collective of the *Guruji*s and the adult neo literates.

The key components around which Social Action Group activities are to be organised include :

- Mopping up residual illiteracy and consolidating neo-literacy skills.
- Income generation activities: *Padhna Badhna Sanghs* as self-Help Groups can develop projects for economic activities and field it to the district -level which could support this activity and also leverage other development funds.
- Cultural activities like setting up of Libraries: The state has set for itself a target of 51508 rural libraries to be established by the beginning of 2003. The effort is to give each library a television, radio and a public address system in addition to books, periodicals and newspapers and sport facilities. The community and the local administration will arrange the space for the library.

Each *Padhna Badhna Sangh* will select an animator or a "*Prerak*" who will lead the group. The literacy volunteer who has made the maximum number of persons literate in the *Padhna Badhna Andolan* would be chosen as the animator or *Prerak* of the Social Action Group.

The *Prerak* would be eligible for an honorarium for action under a six point charter : (a) managing the library (b) ensuring that every child is enrolled and retained in school, (c) every women in the village is made literate, (d) households are motivated for water conservation under the *Pani Roko Abhiyan* of the state government, (e) motivating households to adopt sanitation practices, and (f) conducting house-to-house campaigns for removal of untouchability. Based on the report of work done, an honorarium of Rupees six thousand will be made available to the *Prerak* after every twelve months. The *Prerak* thus takes the responsibility of activising the *Padhna Badhna Sangh* towards collective social action and cultural development. The training of the *Prerak* becomes a critical issue to be addressed on priority. The Shiksha Mission has planned for institutional development of these *Padhna Badhna Sanghs* by linking them up for capacity building by institutions engaged in social and cultural action.

Table 8

District	Population of ST in district	% of Literacy in 2001 Census	% growth in literacy
Jhabua	85.67	37.08	18.07
Mandla	60.84	60.77	23.75
Dindori	60.48	54.49	16.75
Umaria	54.84	60.26	27.63
Shahdol	46.32	57.76	22.31
Dhar	53.48	52.70	18.16
Khargone	46.23	63.41	22.18
Barwani	66.50	41.35	13.27
Betul	37.51	66.87	20.98
Seoni	36.95	65.88	21.39
Chhindwara	34.47	66.03	21.13
Sidhi	30.43	52.82	23.67
Khandwa	26.77	61.71	16.22

Source: Census of India, 2001

classes. The fourth Primer has been revised to make it sensitive to gender issues so that it becomes relevant to the women literacy groups.

Institutionalising the literacy energies to create a sustained base for continuing education is the major task at hand. This is expected from the Continuing Education (CE) programme of the NLM. A Continuing Education Project for each district has been formulated. Out of 45 districts 19 districts have received approvals and the remaining are expected to be cleared shortly. Work under CE has started, addressing issues like mopping up residual illiteracy in the form of *Mahila Padhna Badhna*, strengthening self help groups, and developing neo literate materials. Establishing a network of rural libraries and *Padhna Badhna Sanghs* are the key elements of institutionalisation that are expected to move literacy efforts towards Continuing Education that helps in improving the quality of life.

ANNEXURE-1: STATUS OF ACCESS AT PRIMARY LEVEL

S.No.	Name of the District	Number of Govt. Primary School	Number of EGS School	GAR
1	Betul	1565	433	100%
2	Raisen	1279	526	100%
3	Rajgarh	1281	593	100%
4	Sehore	1036	344	100%
5	Guna	1640	1040	100%
6	Dhar	1886	1326	100%
7	Rewa	1532	2033	100%
8	Satna	1776	903	100%
9	Shahdol	1774	1161	100%
10	Umaria	605	216	100%
11	Sidhi	1732	1455	100%
12	Chhatarpur	1393	494	100%
13	Panna	936	653	100%
14	Tikamgarh	1177	609	100%
15	Mandsaur	1013	231	100%
16	Neemuch	638	229	100%
17	Ratlam	1133	534	100%
18	Bhind	1349	420	100%
19	Damoh	1061	356	100%
20	Datia	670	126	100%
21	Dewas	1206	284	100%
22	Jhabua	2016	1860	100%
23	Khandwa	1470	275	100%
24	Khargone	1640	980	100%
25	Barwani	1009	1117	100%
26	Mandla	1419	662	100%
27	Dindori	984	392	100%
28	Morena	1315	453	100%
29	Sheopur	604	175	100%
30	Seoni	1659	521	100%
31	Shajapur	1178	350	100%
32	Shivpuri	1362	900	100%
33	Vidisha	1329	501	100%
34	Balaghat	1686	442	100%
35	Gwalior	1000	419	100%
36	Bhopal	605	192	100%
37	Narsinghpur	958	266	100%
38	Hoshangabad	954	174	100%
39	Harda	394	132	100%
40	Indore	883	154	100%
41	Chhindwara	1917	772	100%
42	Ujjain	1213	239	100%
43	Jabalpur	1232	352	100%
44	Katni	842	441	100%
45	Sagar	1537	596	100%
	Total	**55888**	**26331**	**100%**

Note: Private schools account for 12.3% mainly concentrated in urban areas. Acess has been an issue for rural areas, where the government is the main, if not very often, the sole provider.

Source: Rajiv Gandhi Prathmik Shiksha Mission, Government of Madhya Pradesh

ANNEXURE-2: STATUS OF ACCESS AT UPPER PRIMARY LEVEL

S. No.	Name of the District	Number of existing Government Middle Schools	Number of New Government Middle Schools	Total
1	Betul	404	175	579
2	Ralson	268	239	507
3	Rajgarh	359	192	551
4	Sehore	306	183	489
5	Guna	316	350	666
6	Dhar	518	133	651
7	Rewa	285	224	509
8	Satna	456	207	663
9	Shahdol	389	145	534
10	Umaria	64	86	150
11	Sidhl	428	300	728
12	Chhatarpur	296	163	459
13	Panna	250	195	445
14	Tikamgarh	192	273	465
15	Mandsaur	210	140	350
16	Neemuch	183	112	295
17	Ratlam	310	118	428
18	Bhind	427	157	584
19	Damoh	274	204	478
20	Datia	140	166	306
21	Dewas	229	150	379
22	Jhabua	310	168	478
23	Khandwa	326	109	435
24	Khargone	455	219	674
25	Barwani	233	239	472
26	Mandla	273	234	507
27	Dindori	176	112	288
28	Morena	309	97	406
29	Sheopur	105	56	161
30	Seoni	344	216	560
31	Shajapur	311	289	600
32	Shivpuri	319	249	568
33	Vidisha	307	152	459
34	Balaghat	396	129	525
35	Gwalior	324	77	401
36	Bhopal	167	86	253
37	Narsinghpur	241	87	328
38	Hoshangabad	272	121	393
39	Harda	80	76	156
40	Indore	413	171	584
41	Chhindwara	574	82	656
42	Ujjain	260	179	439
43	Jabalpur	393	128	521
44	Katni	198	127	325
45	Sagar	378	260	638
	Total	13468	7575	21043

Note: Data of only government schools; has been considered because government bears a major responsibility for providing access and hence of ensuring appropriate infrastructure support to the schools it creates.

Source: Rajiv Gandhi Prathmik Shiksha Mission, Government of Madhya Pradesh

ANNEXURE-3(i): INFRASTRUCTURE GAPS

S.No.	Name of the District	Existing Govt. Primary Schools without Building	Existing Govt. Middle Schools without Building
1	Betul	204	311
2	Raisen	505	319
3	Rajgarh	390	469
4	Schore	400	326
5	Guna	777	653
6	Dhar	1061	279
7	Rewa	1314	338
8	Satna	1011	329
9	Shahdol	783	340
10	Umaria	165	108
11	Sidhi	671	746
12	Chhatarpur	125	256
13	Panna	513	384
14	Tikamgarh	248	360
15	Mandsaur	132	215
16	Neemuch	81	158
17	Ratlam	234	351
18	Bhind	388	562
19	Damoh	370	453
20	Datia	118	232
21	Dewas	195	312
22	Jhabua	416	318
23	Khandwa	305	323
24	Khargone	1030	446
25	Barwani	1077	421
26	Mandla	816	397
27	Dindori	437	204
28	Morena	425	180
29	Sheopur	279	108
30	Seoni	764	357
31	Shajapur	210	535
32	Shivpuri	431	519
33	Vidisha	697	261
34	Balaghat	765	320
35	Gwalior	612	338
36	Bhopal	403	223
37	Narsinghpur	544	243
38	Hoshangabad	272	292
39	Harda	185	216
40	Indore	781	442
41	Chhindwara	950	362
42	Ujjain	500	338
43	Jabalpur	590	369
44	Katni	503	317
45	Sagar	710	496
	Total	23387	15526

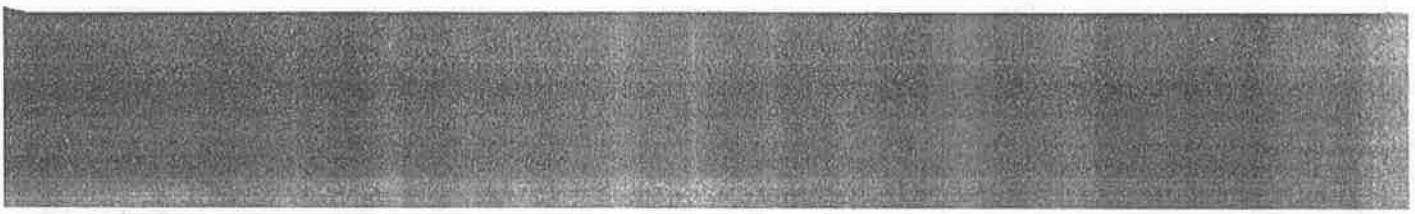
Note: Private schools account for 25.3% mainly concentrated in urban areas. Acess has been an issue for rural areas, where the government is the main, if not very often, the sole provider.

Source: Rajiv Gandhi Prathmik Shiksha Mission, Government of Madhya Pradesh

ANNEXURE-3(ii): INFRASTRUCTURE GAPS (DRINKING WATER FACILITY & TOILETS)

S. No.	District	GAPS TOILETS		GAPS DRINKING WATER	
		At Primary Level	At Middle Level	At Primary Level	At Middle Level
1	Betul	1137	491	652	424
2	Raisen	585	260	785	325
3	Rajgarh	630	284	631	308
4	Sehore	596	266	298	319
5	Guna	820	158	904	190
6	Dhar	504	404	612	263
7	Rewa	1218	160	300	150
8	Satna	1155	228	963	274
9	Shahdol	1561	99	1624	111
10	Umaria	600	120	598	120
11	Sidhi	416	285	420	220
12	Chhatarpur	1021	248	856	189
13	Panna	400	187	784	378
14	Tikamgarh	326	20	544	279
15	Mandsaur	507	175	608	175
16	Neemuch	297	97	248	120
17	Ratlam	200	275	650	250
18	Bhind	884	197	654	169
19	Damoh	400	321	637	200
20	Datia	515	140	476	140
21	Dewas	777	419	460	419
22	Jhabua	916	60	600	201
23	Khandwa	735	261	882	313
24	Khargone	1836	384	704	375
25	Barwani	504	116	500	140
26	Mandla	643	149	749	194
27	Dindori	1000	288	1169	288
28	Morena	865	207	1038	248
29	Sheopur	301	55	362	60
30	Seoni	820	275	984	336
31	Shajapur	764	135	920	600
32	Shivpuri	200	166	180	106
33	Vidisha	1516	639	467	225
34	Balaghat	943	200	1012	238
35	Gwalior	771	278	276	69
36	Bhopal	302	176	363	180
37	Narsinghpur	879	205	252	90
38	Hoshangabad	500	224	600	165
39	Harda	377	140	250	90
40	Indore	600	645	500	500
41	Chhindwara	959	287	1150	344
42	Ujjain	788	472	788	416
43	Jabalpur	1019	107	531	80
44	Katni	772	194	220	60
45	Sagar	700	140	952	187
	Grand Total	33259	10637	29233	10608

Note: Data of only government schools; has been considered because government bears a major responsibility for providing access and hence of ensuring appropriate Infrastructure support to the schools it creates.



ANNEXURE-3(iii): INFRASTRUCTURE GAP (ADDITIONAL ROOMS & REPAIRS)

S.No.	District	Additional Rooms Required in Primary Schools	Additional Rooms Required in Middle Schools	Major Repairs required in school buildings	Minor Repair required in school buildings
1	Belul	1320	355	154	232
2	Raisen	1282	342	117	176
3	Rajgarh	618	328	144	215
4	Sehore	418	178	113	169
5	Guna	800	300	248	372
6	Dhar	640	325	207	311
7	Rewa	505	360	114	171
8	Satna	658	415	182	274
9	Shahdol	871	500	232	347
10	Umaria	1636	687	21	32
11	Sidhi	2196	717	164	246
12	Chhatarpur	743	468	118	178
13	Panna	633	363	84	125
14	Tikamgarh	452	84	77	115
15	Mandsaur	1065	230	89	133
16	Neemuch	190	92	73	110
17	Ratlam	407	108	124	186
18	Bhind	745	855	171	256
19	Damoh	541	171	110	164
20	Datia	1187	859	56	84
21	Dewas	411	132	116	173
22	Jhabua	881	267	182	272
23	Khandwa	561	480	130	196
24	Khargone	445	254	182	273
25	Barwani	274	107	94	142
26	Mandla	576	226	109	164
27	Dindori	521	100	70	105
28	Morena	810	555	124	185
29	Sheopur	253	114	108	162
30	Seoni	1249	885	138	206
31	Shajapur	1939	374	124	187
32	Shivpuri	494	109	126	188
33	Vidisha	1013	1046	123	184
34	Balaghat	1575	397	158	238
35	Gwalior	749	588	296	443
36	Bhopal	315	252	208	311
37	Narsinghpur	545	358	82	123
38	Hoshangabad	304	296	109	163
39	Harda	932	582	43	64
40	Indore	700	800	334	500
41	Chhindwara	1200	805	184	277
42	Ujjain	895	437	199	299
43	Jabalpur	919	240	150	224
44	Katni	594	237	149	224
45	Sagar	1597	564	151	227
	Total	36668	17942	6287	9426

Note: Data of only government schools has been considered because government bears a major responsibility for providing access and hence of ensuring appropriate infrastructure support to the schools it creates.

ANNEXURE-4: POPULATION, ENROLMENT AND GROSS ENROLMENT RATIO (PRIMARY)

S.No.	District	Population 6-11 years age group			Enrolment Primary Level (I to V)			GER Primary 6-11age		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Betul	107842	99250	207092	112938	100803	213741	104.7	101.6	103.2
2	Raisen	85560	75507	161067	87669	77020	164689	102.5	102.0	102.2
3	Rajgarh	94656	87404	182060	91886	75138	167024	97.1	86.0	91.7
4	Sehore	92853	83302	176155	89403	76775	166178	96.3	92.2	94.3
5	Guna	113280	92743	206023	120401	91366	211767	106.3	98.5	102.8
6	Dhar	139124	122711	261835	125924	101375	227299	90.5	82.6	86.8
7	Rewa	163826	143424	307250	157555	128065	285620	96.2	89.3	93.0
8	Satna	131707	120248	251955	124691	113124	237815	94.7	94.1	94.4
9	Shahdol	109899	101684	211583	107744	98690	206434	98.0	97.1	97.6
10	Umaria	45429	40352	85781	42777	37326	80103	94.2	92.5	93.4
11	Sidhi	148221	134963	283184	149285	124355	273640	100.7	92.1	96.6
12	Chhatarpur	108548	93357	201905	110237	90270	200507	101.6	96.7	99.3
13	Panna	69339	57510	126849	67738	54370	122108	97.7	94.5	96.3
14	Tikamgarh	97788	82300	180088	98906	82039	180945	101.1	99.7	100.5
15	Mandsaur	79862	71315	151177	77392	68320	145712	96.9	95.8	96.4
16	Neemuch	47369	40993	88362	45413	38075	83488	95.9	92.9	94.5
17	Ratlam	90332	75269	165601	94633	73858	168491	104.8	98.1	101.7
18	Bhind	121957	95196	217153	130162	103410	233572	106.7	108.6	107.6
19	Damoh	94365	81233	175598	90307	78264	168571	95.7	96.3	96.0
20	Datia	51221	43171	94392	51836	44648	96484	101.2	103.4	102.2
21	Dewas	98586	92392	190978	95904	80574	176478	97.3	87.2	92.4
22	Jhabua	156645	124452	281097	136637	95606	232243	87.2	76.8	82.6
23	Khandwa	118594	102181	220775	118339	96692	215031	99.8	94.6	97.4
24	Khargone	115545	104947	220492	108913	91710	200623	94.3	87.4	91.0
25	Barwani	82818	76253	159071	71763	58222	129985	86.7	76.4	81.7
26	Mandla	71671	67482	139153	71043	65494	136537	99.1	97.1	98.1
27	Dindori	43343	40546	83889	41581	36918	78499	95.9	91.1	93.6
28	Morena	132670	109098	241768	136612	111957	248569	103.0	102.6	102.8
29	Sheopur	46500	37234	83734	48617	34758	83375	104.6	93.4	99.6
30	Seoni	93099	89775	182874	93785	88928	182713	100.7	99.1	99.9
31	Shajapur	101172	85267	186439	100120	83438	183558	99.0	97.9	98.5
32	Shivpuri	149048	117135	266183	143872	109447	253319	96.5	93.4	95.2
33	Vidisha	95941	84938	180879	100278	85848	186126	104.5	101.1	102.9
34	Balaghat	107377	104526	211903	108781	104932	213713	101.3	100.4	100.9
35	Gwalior	98051	79646	177697	98890	78139	177029	100.9	98.1	99.6
36	Bhopal	122426	104486	226912	113361	100774	214135	92.6	96.4	94.4
37	Narsinghpur	62852	56766	119618	63964	56535	120499	101.8	99.6	100.7
38	Hoshangabad	72154	63370	135524	71088	63370	134458	98.5	100.0	99.2
39	Harda	37955	30916	68871	37536	29113	66649	98.9	94.2	96.8
40	Indore	141201	121113	262314	125227	109016	234243	88.7	90.0	89.3
41	Chhindwara	142300	128698	270998	139756	120891	260647	98.2	93.9	96.2
42	Ujjain	160485	140474	300959	156357	128454	284811	97.4	91.4	94.6
43	Jabalpur	136115	126658	262773	131201	123641	254842	96.4	97.6	97.0
44	Katni	80972	67980	148952	77410	63724	141134	95.6	93.7	94.8
45	Sagar	119809	107217	227026	117704	102398	220102	98.2	95.5	97.0
	Total	**4580507**	**4005482**	**8585989**	**4485636**	**3777870**	**8263506**	**97.9**	**94.3**	**96.2**

Source: *Lok Sampark Abhiyan (2000-01)*

Note: Data includes all children (government + private)

ANNEXURE-5: POPULATION, ENROLMENT AND GROSS ENROLMENT RATIO (MIDDLE)

S.No.	District	Population 11-14 years age group (VI-VIII)			Enrolment at Middle Level			GER Middle 11-14 age		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Betul	41185	37456	78641	29881	24798	54679	72.6	66.2	69.5
2	Raisen	30250	22258	52508	22505	12598	35103	74.4	56.6	66.9
3	Rajgarh	39100	32635	71735	25377	18946	44323	64.9	58.1	61.8
4	Sehore	35957	27363	63320	29341	18801	48142	81.6	68.7	76.0
5	Guna	49525	34837	84362	34500	17583	52083	69.7	50.5	61.7
6	Dhar	56350	47453	103803	33207	24602	57809	58.9	51.8	55.7
7	Rewa	73696	58700	132396	54943	41042	95985	74.6	69.9	72.5
8	Satna	65018	51541	116559	54859	36851	91710	84.4	71.5	78.7
9	Shahdol	49529	43508	93037	44551	37134	81685	89.9	85.3	87.8
10	Umaria	19881	16527	36408	15904	11651	27555	80.0	70.5	75.7
11	Sidhi	65462	50892	116354	40023	23862	63885	61.1	46.9	54.9
12	Chhatarpur	44649	29331	73980	28369	13141	41510	63.5	44.8	56.1
13	Panna	24852	18952	43804	16351	9607	25958	65.8	50.7	59.3
14	Tikamgarh	39828	26340	66168	33204	10950	44154	83.4	41.6	66.7
15	Mandsaur	29420	19937	49357	25801	13509	39310	87.7	67.8	79.6
16	Neemuch	17248	11181	28429	15068	9421	24489	87.4	84.3	86.1
17	Ratlam	33537	21897	55434	22029	11459	33488	65.7	52.3	60.4
18	Bhind	52008	34793	86801	49812	31558	81370	95.8	90.7	93.7
19	Damoh	35218	25217	60435	29149	18475	47624	82.8	73.3	78.8
20	Datia	21496	14115	35611	16835	8854	25689	78.3	62.7	72.1
21	Dewas	44037	32121	76158	34832	19649	54481	79.1	61.2	71.5
22	Jhabua	50581	42732	93313	17915	10933	28848	35.4	25.6	30.9
23	Khandwa	43148	32675	75823	27709	18227	45936	64.2	55.8	60.6
24	Khargone	48947	35019	83966	31783	20878	52661	64.9	59.6	62.7
25	Barwani	30653	23529	54182	13176	8856	22032	43.0	37.6	40.7
26	Mandla	27577	22439	50016	24918	16996	41914	90.4	75.7	83.8
27	Dindori	16068	12506	28574	11838	8811	20649	73.7	70.5	72.3
28	Morena	58738	34103	92841	52954	28887	81841	90.2	84.7	88.2
29	Sheopur	20433	12393	32826	10257	3691	13948	50.2	29.8	42.5
30	Seoni	38095	34272	72367	26660	21890	48550	70.0	63.9	67.1
31	Shajapur	37245	18939	56184	33411	14224	47635	89.7	75.1	84.8
32	Shivpuri	36951	19181	56132	30951	10742	41693	83.8	56.0	74.3
33	Vidisha	36855	23553	60408	23760	12106	35866	64.5	51.4	59.4
34	Balaghat	62195	59228	121423	52126	48908	101034	83.8	82.6	83.2
35	Gwalior	52021	39469	91490	31709	21595	53304	61.0	54.7	58.3
36	Bhopal	56880	45830	102710	50044	40498	90542	88.0	88.4	88.2
37	Narsinghpur	27954	21712	49666	21489	15507	36996	76.9	71.4	74.5
38	Hoshangabad	32538	25471	58009	24791	17604	42395	76.2	69.1	73.1
39	Harda	19374	14664	34038	14361	9149	23510	74.1	62.4	69.1
40	Indore	65270	55690	120960	57473	47711	105184	88.1	85.7	87.0
41	Chhindwara	59209	53149	112358	39019	32862	71881	65.9	61.8	64.0
42	Ujjain	57450	48972	106422	41907	27910	69817	72.9	57.0	65.6
43	Jabalpur	36273	27350	63623	30234	22343	52577	83.4	81.7	82.6
44	Katni	32827	22292	55119	28139	16621	44760	85.7	74.6	81.2
45	Sagar	55326	39631	94957	43252	26516	69768	78.2	66.9	73.5
	Total	1870854	1421853	3292707	1396417	917956	2314373	74.6	64.6	70.3

Source: *Lok Sampark Abhiyan (2000-01)*

Note: Data includes all children (government + private)

ANNEXURE-6: OUT OF SCHOOL CHILDREN

S.No.	District	Dropouts (Class 1-8)			Never Enrolled of 6-14 age			Total Out of School of 6-14 age		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Betul	4236	4256	8492	3942	5740	9682	8178	9996	18174
2	Raisen	1802	2016	3818	3249	3528	6777	5051	5544	10595
3	Rajgarh	5623	7677	13300	10194	13176	23370	15817	20853	36670
4	Sehore	4041	7354	11395	10157	13894	24051	14198	21248	35446
5	Guna	4952	5535	10487	11771	15039	26810	16723	20574	37297
6	Dhar	10387	11160	21547	29539	34230	63769	39926	45390	85316
7	Rewa	6082	6731	12813	13473	23755	37228	19555	30486	50041
8	Satna	3210	3616	6826	9523	10998	20521	12733	14614	27347
9	Shahdol	4531	4482	9013	6547	7333	13880	11078	11815	22893
10	Umaria	1751	2817	4568	3301	4662	7963	5052	7479	12531
11	Sidhi	5471	6109	11580	21286	34652	55938	26757	40761	67518
12	Chhatarpur	3600	4107	7707	11422	13276	24698	15022	17383	32405
13	Panna	2425	2547	4972	8287	9405	17692	10712	11952	22664
14	Tikamgarh	1902	1888	3790	11328	11554	22882	13230	13442	26672
15	Mandsaur	1326	1799	3125	3291	4378	7669	4617	6177	10794
16	Neemuch	1273	1812	3085	2863	2866	5729	4136	4678	8814
17	Ratlam	3520	3372	6892	2642	3511	6153	6162	6883	13045
18	Bhind	694	928	1622	2372	2316	4688	3066	3244	6310
19	Damoh	3775	4023	7798	5445	6002	11447	9220	10025	19245
20	Datia	558	599	1157	1672	1783	3455	2230	2382	4612
21	Dewas	3749	5495	9244	6158	10637	16795	9907	16132	26039
22	Jhabua	10098	7970	18068	37771	45707	83478	47869	53677	101546
23	Khandwa	5755	5216	10971	14318	15848	30166	20073	21064	41137
24	Khargone	6412	6561	12973	14288	16161	30449	20700	22722	43422
25	Barwani	6336	5607	11943	21459	24265	45724	27795	29872	57667
26	Mandla	3019	3904	6923	2014	2368	4382	5033	6272	11305
27	Dindori	3405	4040	7445	2639	2922	5561	6044	6962	13006
28	Morena	883	1302	2185	1935	2150	4085	2818	3452	6270
29	Sheopur	2284	2363	4647	5802	8581	14383	8086	10944	19030
30	Seoni	4233	4066	8299	6574	7546	14120	10807	11612	22419
31	Shajapur	2386	2930	5316	2756	3707	6463	5142	6637	11779
32	Shivpuri	4462	5212	9674	5737	8469	14206	10199	13681	23880
33	Vidisha	1545	1314	2859	6136	6788	12924	7681	8102	15783
34	Balaghat	6116	6086	12202	5024	5969	10993	11140	12055	23195
35	Gwalior	2966	3077	6043	12535	12992	25527	15501	16069	31570
36	Bhopal	1386	1686	3072	10980	7164	18144	12366	8850	21216
37	Narsinghpur	1493	1722	3215	3740	4341	8081	5233	6063	11296
38	Hoshangabad	2437	2768	5205	8451	11081	19532	10888	13849	24737
39	Harda	1859	1799	3658	4551	5528	10079	6410	7327	13737
40	Indore	5436	6482	11918	24173	23523	47696	29609	30005	59614
41	Chhindwara	11377	11880	23257	14704	26140	40844	26081	38020	64101
42	Ujjain	8529	10628	19157	10996	17832	28828	19525	28460	47985
43	Jabalpur	6839	7374	14213	9515	9103	18618	16354	16477	32831
44	Katni	3336	4027	7363	7737	6892	14629	11073	10919	21992
45	Sagar	6729	8129	14858	8243	10454	18697	14972	18583	33555
	Total	184229	204466	388695	420540	518266	938806	604769	722732	1327501

Source: *Lok Sampark Abhiyan (2000-01)*
Note: Data Includes all children (government + private)

ANNEXURE 7: DISTRICT WISE LITERACY STATUS AS PER 2001 CENSUS

S. No	District	Literacy % in 1991			Literacy % in 2001			Literacy growth in decade (1991-2001)		
		Total	Male	Female	Total	Male	Female	Total *	Male	Female
1	Betul	45.89	57.42	33.90	66.87	77.31	56.05	20.98	19.89	22.15
2	Raisen	40.76	54.02	25.47	72.76	82.18	61.89	32.00	28.16	36.42
3	Rajgarh	31.81	46.73	15.62	54.05	69.53	37.37	22.24	22.80	21.75
4	Sehore	40.43	56.90	21.99	63.83	78.14	47.95	23.40	21.24	25.96
5	Guna	34.58	48.86	17.99	59.93	74.70	43.06	25.35	25.84	25.07
6	Dhar	34.54	47.62	20.71	52.70	66.18	38.62	18.16	18.56	17.91
7	Rewa	44.38	60.67	26.88	62.33	75.97	47.83	17.95	15.30	20.95
8	Satna	44.65	60.03	27.80	65.12	77.82	51.40	20.47	17.79	23.60
9	Shadol	35.45	48.93	20.93	57.76	69.55	45.40	22.31	20.62	24.47
10	Umaria	32.63	46.85	17.43	60.26	74.11	45.57	27.63	27.26	28.14
11	Sidhi	29.15	43.23	13.61	52.82	68.03	36.43	23.67	24.80	22.82
12	Chatarpur	35.20	46.87	21.32	53.44	65.50	39.38	18.24	18.63	18.06
13	Panna	33.68	46.29	19.41	61.61	74.02	47.84	27.93	27.73	28.43
14	Tikamgarh	34.78	47.52	19.96	55.80	68.83	40.98	21.02	21.31	21.02
15	Mandsaur	47.66	66.98	27.24	70.65	85.77	54.87	22.99	18.70	27.63
16	Neemuch	50.27	69.34	30.04	66.47	83.04	49.12	16.20	13.70	19.08
17	Ratlam	44.15	58.36	29.13	67.65	80.10	54.66	23.50	21.74	25.53
18	Bhind	49.23	66.20	28.20	71.22	84.06	55.73	21.99	17.86	27.53
19	Damoh	46.27	60.49	30.46	62.06	75.05	47.51	15.79	14.56	17.05
20	Datia	45.19	62.50	24.45	73.51	82.94	62.48	28.32	20.44	38.03
21	Dewas	44.08	61.15	25.57	61.04	76.07	44.90	16.96	14.92	19.33
22	Jhabua	19.01	26.29	11.52	37.08	48.75	25.50	18.07	22.46	13.98
23	Khandwa	45.49	58.53	31.53	61.71	74.09	48.46	16.22	15.56	16.93
24	Khargoan	41.23	55.43	26.09	63.41	75.23	50.89	22.18	19.80	24.80
25	Badwani	28.08	36.77	19.01	41.35	51.09	31.35	13.27	14.32	12.34
26	Mandla	37.02	50.45	23.48	60.77	76.71	45.39	23.75	26.26	21.91
27	Dindori	37.74	55.05	20.21	54.49	70.41	38.48	16.75	15.36	18.27
28	Morena	45.93	63.53	23.79	65.58	80.97	46.81	19.65	17.44	23.02
29	Sheopur	26.55	40.73	12.27	46.61	62.19	28.99	20.06	21.46	16.72
30	Seoni	44.49	57.50	31.14	65.88	77.50	54.06	21.39	20.00	22.92
31	Shajapur	39.20	56.99	19.77	71.14	83.68	57.58	31.94	26.69	37.81
32	Shivpuri	33.03	47.50	15.64	59.55	74.78	41.54	26.52	27.28	25.90
33	Vidisha	44.08	58.04	27.81	62.10	74.71	47.45	18.02	16.67	19.64
34	Balaghat	53.23	67.63	38.95	68.81	81.09	57.02	15.58	13.46	18.07
35	Gwallor	58.36	70.87	43.08	69.79	80.83	56.76	11.43	9.96	13.68
36	Bhopal	64.27	73.14	54.17	75.08	82.56	66.67	10.81	9.42	12.50
37	Narsingpur	55.65	68.44	41.59	78.34	86.79	69.02	22.69	18.35	27.43
38	Hoshangabad	54.11	67.19	39.29	70.36	81.36	58.02	16.25	14.17	18.73
39	Harda	48.84	62.54	33.76	66.82	78.45	54.14	17.98	15.91	20.38
40	Indore	66.32	77.99	53.35	74.82	84.32	63.96	8.50	6.33	10.61
41	Chindwara	44.90	56.65	32.52	66.03	76.70	54.82	21.13	20.05	22.30
42	Ujjain	49.06	64.25	32.64	71.18	83.70	57.87	22.12	19.45	25.23
43	Jabalpur	64.60	75.64	52.29	76.21	91.40	59.47	11.61	15.76	7.18
44	Katni	47.81	63.97	30.53	64.60	79.08	48.48	16.87	15.91	17.95
45	Sagar	53.44	67.02	37.78	68.00	79.96	54.50	14.64	12.94	16.72
	M.P.	44.67	58.54	29.35	64.11	76.80	50.28	19.44	18.26	20.93
	National	52.21	64.13	39.29	65.38	75.85	54.16	13.17	11.72	14.87

Source: *Lok Sampark Abhiyan (2000-01)*
Note: Data includes all children (government + private)

ANNEXURE-8

"DEFINITIONS

Equity

Equity Index of participation (Enrolment) : Equity in terms of share of target group in Enrolment as against share of target group in population."

Equity Index of Participation Enrolment as per Lok Sampark Abhiyan - II (Year 2000) data

$$\text{Tribal Equity Index} = \frac{\text{ST as \% of total Enrolment}}{\text{ST as \% of Target Population}} \times 100$$

$$\text{Gender Equity Index} = \frac{\text{Girls as \% of total Enrolment}}{\text{Girls as \% of Target Population}} \times 100$$

$$\text{Social Equity Index} = \frac{\text{SC+ST as \% of total Enrolment}}{\text{SC+ST as \% of Target Population}} \times 100$$

Gross Enrolment Ratio (GER)

$$\text{GER Primary} = \frac{\text{Enrolment Class 1 to 5}}{\text{Target population 6 to 11 years}} \times 100$$

$$\text{GER Middle} = \frac{\text{Enrolment Class 6 to 8}}{\text{Target population 11 to 14 years}} \times 100$$

$$\text{GER Elementary} = \frac{\text{Enrolment Class 1 to 8}}{\text{Target population 6 to 14 years}} \times 100$$

Enrolment includes unde rage and over age children, so GER may be more than 100

Gross Access Ratio (GAR)

$$\text{GAR Primary} = \frac{\text{No of Habitations having Primary Schooling facility within 1 k.m.}}{\text{Total No of Habitations}} \times 100$$

ANNEXURE-9

District	Gross Enrolment Ratio Primary by Gender & Caste						Equity Index at Primary Level			
	Boys	Girls	SC	ST	Others	Total	Gender	SC	Tribal	Social
Betul	104.7	101.6	105.2	ST	97.7	103.2	98.4	102.0	104.5	104.0
Raisen	102.5	102.0	105.7	ST	100.1	102.2	99.8	103.4	103.7	103.6
Rajgarh	97.1	86.0	89.8	ST	92.7	91.7	93.7	97.9	90.6	96.7
Sehore	96.3	92.2	94.5	ST	96.4	94.3	97.7	100.1	88.3	96.0
Guna	106.3	98.5	101.8	ST	104.0	102.8	95.8	99.0	96.4	97.9
Dhar	90.5	82.6	84.8	ST	91.4	86.8	95.2	97.7	97.6	97.6
Rewa	96.2	89.3	83.5	ST	92.3	93.0	96.1	89.8	111.0	101.3
Satna	94.7	94.1	97.2	ST	94.8	94.4	99.7	103.0	94.8	99.2
Shahdol	98.0	97.1	96.3	ST	98.2	97.6	99.5	98.7	99.7	99.5
Umaria	94.2	92.5	92.8	ST	92.8	93.4	99.1	99.4	100.7	100.5
Sidhi	100.7	92.1	95.9	ST	99.8	96.6	95.4	99.2	94.5	96.0
Chhatarpur	101.6	96.7	98.5	ST	100.0	99.3	97.4	99.2	95.3	98.6
Panna	97.7	94.5	94.8	ST	98.5	96.3	98.2	98.5	94.1	96.5
Tikamgarh	101.1	99.7	100.0	ST	100.7	100.5	99.2	99.5	99.5	99.5
Mandsaur	96.9	95.8	99.2	ST	95.5	96.4	99.4	103.0	104.0	103.1
Neemuch	95.9	92.9	92.4	ST	95.9	94.5	98.3	97.8	90.0	94.9
Ratlam	104.8	98.1	107.0	ST	102.4	101.7	96.4	105.1	95.9	99.1
DPEP-I Total	**98.8**	**94.0**	**96.5**	**ST**	**97.3**	**96.5**	**97.4**	**99.9**	**98.2**	**98.9**
Bhind	106.7	108.6	103.3	ST	109.0	107.6	101.0	96.1	73.4	95.7
Damoh	95.7	96.3	92.8	ST	95.2	96.0	100.4	96.6	109.2	101.4
Datia	101.2	103.4	102.6	ST	101.9	102.2	101.2	100.4	109.1	100.9
Dewas	97.3	87.2	93.7	ST	98.2	92.4	94.4	101.4	79.5	91.6
Jhabua	87.2	76.8	85.5	ST	101.0	82.6	93.0	103.5	98.3	98.5
Khandwa	99.8	94.6	102.2	ST	105.6	97.4	97.2	104.9	87.3	91.8
Khargone	94.3	87.4	91.0	ST	92.8	91.0	96.0	100.0	97.6	98.3
Barwani	86.7	76.4	83.5	ST	88.9	81.7	93.4	102.2	97.2	97.6
Mandla	99.1	97.1	96.7	ST	98.3	98.1	98.9	98.5	100.0	99.9
Dindori	95.9	91.1	97.3	ST	95.6	93.6	97.3	104.0	98.8	99.2
Morena	103.0	102.6	103.7	ST	102.5	102.8	99.8	100.9	106.6	101.1
Sheopur	104.6	93.4	105.6	ST	102.5	99.6	93.8	108.1	87.7	95.7
Seoni	100.7	99.1	99.7	ST	99.9	99.9	99.1	99.8	100.0	100.0
Shajapur	99.0	97.0	98.3	ST	98.6	98.5	99.4	99.8	97.1	99.5
Shivpuri	96.5	93.4	90.5	ST	99.9	95.2	98.2	95.1	86.6	91.7
Vidisha	104.5	101.1	105.0	ST	102.2	102.9	98.2	102.0	100.9	101.8
DPEP-II Total	**97.9**	**93.7**	**97.8**	**ST**	**100.6**	**95.9**	**97.6**	**102.0**	**90.6**	**94.6**
DPEP-I+II Total	**98.3**	**93.8**	**97.1**	**ST**	**98.8**	**96.3**	**97.5**	**100.9**	**94.1**	**96.7**
Balaghat	101.3	100.4	102.9	ST	102.0	100.9	99.5	102.0	96.2	97.5
Gwalior	100.9	98.1	88.3	ST	104.9	99.6	98.5	88.7	84.3	88.0
Bhopal	92.6	96.4	94.8	ST	95.2	94.4	102.2	100.5	84.0	96.8
Narsinghpur	101.8	99.6	100.8	ST	100.5	100.7	98.9	100.0	101.0	100.5
Hoshangabad	98.5	100.0	103.2	ST	97.8	99.2	100.8	104.0	102.7	103.4
Harda	98.9	94.2	99.7	ST	102.8	96.8	97.3	103.0	85.8	92.8
Indore	88.7	90.0	90.4	ST	89.4	89.3	100.8	101.2	95.0	99.6
Chhindwara	98.2	93.9	101.3	ST	99.5	96.2	97.7	105.3	94.3	96.8
Ujjain	97.4	91.4	93.6	ST	95.0	94.6	96.6	98.9	101.2	99.1
Jabalpur	96.4	97.6	100.4	ST	95.7	97.0	100.7	103.5	100.5	101.8
Katni	95.8	93.7	91.0	ST	96.9	94.8	98.9	96.0	97.1	96.7
Sagar	98.2	95.5	98.0	ST	97.8	97.0	98.5	101.1	93.3	98.5
Non DPEP	96.8	95.5	95.9	ST	97.1	96.2	99.3	99.7	96.5	98.2
Total (45 Dist)	97.9	94.3	96.7	ST	98.2	96.2	98.0	100.5	94.6	97.0
Total (45 Dist)	97.9	94.3	96.7	91.0	98.2	96.2	98.0	100.5	94.6	97.0

Source: *Lok Sampark Abhiyan (2000-01)*

Note: Data includes all children (government + private)

ANNEXURE-10: ACHIEVEMENT (IN MEAN%) OF STUDENTS IN LANGUAGE AND MATHEMATICS IN BASE LINE TESTS (1994), MID-TERM TESTS(1997) AND TERMINAL TESTS(2001) IN 17 DISTRICTS*

Testing year	Class I						Class IV					
	Language			Mathematics			Language			Mathematics		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Baseline 1994	47.21	44.54	46.04	41.38	40.19	40.39	32.62	31.05	31.75	28.55	26.26	27.84
Mid-term 1997	56.56	54.77	56.04	55.72	49.73	53.42	36.73	35.97	36.47	29.17	26.50	28.36
Terminal 2001	76.35	75.11	75.75	77.18	74.85	76.04	60.43	60.17	60.31	52.71	51.40	52.12
Increase in Achievement	29.14	30.57	29.71	35.80	34.66	35.65	27.81	29.12	28.56	24.16	25.14	24.28

* ANNEXURE-10: ACHIEVEMENT (IN MEAN %) OF STUDENTS IN LANGUAGE AND MATHEMATICS IN BASE LINE TESTS (1997) AND MID-TERM TESTS (2000) IN 13 DISTRICTS*

Testing year	Class I						Class IV					
	Language			Mathematics			Language			Mathematics		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Baseline 1997	39.69	36.08	38.76	33.83	35.09	34.09	31.39	32.04	31.99	26.67	26.30	26.65
Mid-term 2000	55.33	53.68	54.95	61.68	65.10	62.07	43.17	42.10	43.05	33.64	36.88	35.76
Terminal tests are to be conducted Increase in Achievement												
from Baseline to Mid-term tests	15.64	17.60	16.19	27.85	30.01	27.98	11.78	10.06	11.06	6.97	10.58	9.13

*These tests were conducted by NCERT, New Delhi for districts covered under the centrally sponsered scheme District Primary Education programme (DPEP)

ANNEXURE-11: POPULATION, ENROLMENT AND GROSS ENROLMENT RATIO (ELEMENTRY)

	District	Population 6-14 years age group			Enrolment at Elementary Level (I-VIII)			GER Elementary 6-14 age		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Betul	149027	136706	285733	142819	125601	268420	95.8	91.9	93.9
2	Raisen	115810	97765	213575	110174	89618	199792	95.1	91.7	93.5
3	Rajgarh	133756	120039	253795	117263	94084	211347	87.7	78.4	83.3
4	Sehore	128810	110665	239475	118744	95576	214320	92.2	86.4	89.5
5	Guna	162805	127580	290385	154901	108949	263850	95.1	85.4	90.9
6	Dhar	195474	170164	365638	159131	125977	285108	81.4	74.0	78.0
7	Rewa	237522	202124	439646	212498	169107	381605	89.5	83.7	86.8
8	Satna	196725	171789	368514	179550	149975	329525	91.3	87.3	89.4
9	Shahdol	159428	145192	304620	152295	135824	288119	95.5	93.5	94.6
10	Umaria	65310	56879	122189	58681	48977	107658	89.8	86.1	88.1
11	Sidhi	213683	185855	399538	189308	148217	337525	88.6	79.7	84.5
12	Chhatarpur	153197	122688	275885	138606	103411	242017	90.5	84.3	87.7
13	Panna	94191	76462	170653	84089	63977	148066	89.3	83.7	86.8
14	Tikamgarh	137616	108640	246256	132110	92989	225099	96.0	85.6	91.4
15	Mandsaur	109282	91252	200534	103193	81820	185022	94.4	89.7	92.3
16	Neemuch	64617	52174	116791	60481	47496	107977	93.6	91.0	92.5
17	Ratlam	123869	97166	221035	116662	85317	201979	94.2	87.8	91.4
18	Bhind	173965	129989	303954	179974	134968	314942	103.5	103.8	103.6
19	Damoh	129583	106450	236033	119456	96739	216195	92.2	90.9	91.6
20	Datia	72717	57286	130003	68671	53502	122173	94.4	93.4	94.0
21	Dewas	142623	124513	267136	130736	100223	230959	91.7	80.5	86.5
22	Jhabua	207226	167184	374410	154552	106539	261091	74.6	63.7	69.7
23	Khandwa	161742	134856	296598	146048	114919	260967	90.3	85.2	88.0
24	Khargone	164492	139966	304458	140696	112588	253284	85.5	80.4	83.2
25	Barwani	113471	99782	213253	84939	67078	152017	74.9	67.2	71.3
26	Mandla	99248	89921	189169	95961	82490	178451	96.7	91.7	94.3
27	Dindori	59411	53052	112463	53419	45729	99148	89.9	86.2	88.2
28	Morena	191408	143201	334609	189566	140844	330410	99.0	98.4	98.7
29	Sheopur	66933	49627	116560	58874	38449	97323	88.0	77.5	83.5
30	Seoni	131194	124047	255241	120445	110818	231263	91.8	89.3	90.6
31	Shajapur	138417	104206	242623	133531	97662	231193	96.5	93.7	95.3
32	Shivpuri	185999	136316	322315	174823	120189	295012	94.0	88.2	91.5
33	Vidisha	132796	108491	241287	124038	97954	221992	93.4	90.3	92.0
34	Balaghat	169572	163754	333326	160907	153840	314747	94.9	93.9	94.4
35	Gwalior	150072	119115	269187	130599	99734	230333	87.0	83.7	85.6
36	Bhopal	179306	150316	329622	163405	141272	304677	91.1	94.0	92.4
37	Narsinghpur	90806	78478	169284	85453	72042	157495	94.1	91.8	93.0
38	Hoshangabad	104692	88841	193533	95879	80974	176853	91.6	91.1	91.4
39	Harda	57329	45580	102909	51897	38262	90159	90.5	83.9	87.6
40	Indore	206471	176803	383274	182700	156727	339427	88.5	88.6	88.6
41	Chhindwara	201509	181847	383356	178775	153753	332528	88.7	84.6	86.7
42	Ujjain	217935	189446	407381	198264	156364	354628	91.0	82.5	87.1
43	Jabalpur	172388	154008	326396	161435	145984	307419	93.6	94.8	94.2
44	Katni	113799	90272	204071	105549	80345	185894	92.8	89.0	91.1
45	Sagar	175135	146848	321983	160956	128914	289870	91.9	87.8	90.0
	Total	5451361	5427335	11078696	5882053	4695826	10577879	91.2	86.5	89.0

Source: Lok Sampark Abhiyan(2000-01)

Note: Data includes all children (government + private)